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ABSTRACT

The WorkAbility Program was a 3-year project initiated in October 1991 by the Metropolitan Community Colleges (MCC) in Kansas City, Missouri, to increase the employability of students with disabilities by addressing needs for career counseling, mentoring, job search skills preparation, and career-related work experiences. The five sections of this final report present data on outcomes and objectives, as well as supporting materials used in the project. The first section provides an overview of the project, while the second presents outcomes and programmatic adjustments related to eight goals: (1) recruit 300 students over the program period; (2) develop 45 employer worksites; (3) increase the employability of 270 recruited students; (4) place 225 students in career-related work experiences; (5) increase faculty and staff awareness of disabled students; (6) enable 75% of program graduates to transfer or find employment; (7) disseminate project information; and (8) institutionalize the program. This section indicates that 227 students participated in the program, 151 program participants improved their employability through job skills training, 106 program participants received career related work experiences, 60 employment sites were developed, and employee surveys indicated increased awareness of disability issues. Section III describes the program evaluation process, while section IV describes the impact of the program on disabled students and their counselors, community services providers, and faculty and staff. Finally, section V provides six appendixes containing student recruitment forms and handouts, employer training materials, faculty and staff training resources, information on dissemination efforts, evaluation instruments, and information on efforts to institutionalize the program in the MCC. (KP)

ED 382 239

FINAL REPORT

WorkAbility

Making Careers More Accessible
for Students with Disabilities
at the Metropolitan Community Colleges
Kansas City, Missouri

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Period 10/1/91 to 11/30/94

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ACKNOWLEDGEMENTS

The success of this project is due to the commitment of the administration, faculty, and staff of the Metropolitan Community Colleges; the support of the project steering and advisory committees; valuable input from community college students with disabilities who participated and shared insight into their specific career needs; cooperation and collaboration among community service providers, employers and professional organizations; the dedication of project personnel including administrative support staff, evaluators, the video production company, marketing professionals, ADA and disability awareness trainers.

Appreciation is also expressed for the technical assistance and support from the staff of the Transition Institute at the University of Illinois, project staff from similar OSERS funded postsecondary projects and the Office of Special Education and Rehabilitative Services of the U.S. Department of Education.

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METROPOLITAN COMMUNITY COLLEGES, KANSAS CITY, MISSOURI

WorkAbility

making careers more accessible for students with disabilities

Program The WorkAbility Program seeks to increase the employability of students with disabilities by addressing their unique needs for career counseling, mentoring, job search skills preparation, and career-related work experiences. Attitudinal barriers to employment are addressed through training on ADA compliance and disability accommodations for faculty and staff, employers, and students with disabilities.

History WorkAbility is the first attempt to coordinate efforts between the districts three colleges to provide career services for students with disabilities. A special needs counselor and placement professional from each campus along with community rehabilitation representatives were involved in the program design. The Metropolitan Community Colleges District has total enrollment of approximately 20,000 students with 600 identified students with disabilities.

Structure The program is staffed by a Director who provides career counseling and job search skills preparation, conducts training, administers the program, and serves as a district representative for student issues related to ADA compliance. Other project staff include a Career Development Coordinator who assists with employer development, intern placement, and follow up, and a full-time Program Assistant.

Goals of the Three Year Project (10-1-91 to 10-30-94)	**Results**
Recruit 100 students annually through new student orientation, direct mailings, and voc rehab referrals. Assess students and develop career plans.	227 students recruited
Provide employers and job placement workers training on ADA, accommodation and disability awareness.	708 people trained
Prepare 90 students annually for job search with information on ADA rights, interviewing, resume writing, and disability disclosure.	151 students trained
Place 75 students annually in career related internships.	106 students placed
Train faculty and staff on attitudinal awareness and ADA accommodation issues.	17 workshops for 865 participants
Place 75% of graduates in employment or continuing their education at four year school.	59 graduates 43 placed, 73%
Disseminate program materials (*A Partnership for Success* video, *Disability Accommodation Handbook*).	244 videos 195 hdbks distributed

WorkAbility is funded by the U.S. Department of Education, OSERS, and the Metropolitan Community Colleges, Kansas City, Missouri.

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I. INTRODUCTION

The following document is the final report for a three-year grant received under 84.078 Post Secondary Education Programs for Persons with Disabilities: PR#HO78C10016-93. In the original proposal, the project was titled Career Placement Opportunities for Students with Disabilities in Postsecondary Programs, but is commonly known as the WorkAbility Program. The report is submitted by Joanie Gould Friend, Project Director at the Metropolitan Community Colleges District, Kansas City, Missouri. Please contact Ms. Friend at 816-759-1351 with any questions.

The report was written with the assistance of two external evaluators. Jeffrey A. Seybert, Ph.D. provided outcome analysis and developed tables and charts of quantifiable results. Tom Thompson conducted three focus group sessions to assess the impact of the project on students, Special Needs Counselors and Deans of Student Services. Both evaluators gave advice on evaluation methods and editing this final report.

The final report is organized by the eight objectives defined in the proposal. The purpose of the project was to improve employability and career services for students with disabilities through career related work experiences, faculty and staff training on disability awareness and employer training on hiring persons with disabilities. The project was completed as designed.

Description of MCC Setting

History

WorkAbility is the first attempt to coordinate efforts between the district's three colleges to provide career services for students with disabilities. A Special Needs Counselor and Placement Professional from each campus along with community Rehabilitation Representatives were involved in the program design. The Metropolitan Community Colleges District has total enrollment of approximately 20,000 students with 600 identified students with disabilities.

Structure

The program is staffed by a Director who provides career counseling and job search skills preparation, conducts training, administers the program, and serves as a district representative for student issues related to ADA compliance. Other project staff include a Career Development Coordinator who assists with employer development, intern placement, follow up, and a full-time Secretary.

The impact of the WorkAbility Project on the Metropolitan Community Colleges has been significant. The environment has become more user friendly for students and employees with disabilities. Departments are taking ownership of ADA issues. For example, a Registrar recognized the need for an accessible counter in a Business Office remodeling project and addressed her concern with the architect; instructors call and ask questions regarding accessibility issues; and students are more likely to take responsibility and initiative in negotiating accessibility in the educational and work environment.

Specific project impacts include:

1. Two hundred twenty-seven students with disabilities participated in the WorkAbility Project.

2. One hundred fifty-one program participants improved their employability through job skills training.
3. One hundred six program participants received career related work experiences.
4. 88.1% of program participants were retained in school compared to a district-wide retention rate of 59.4%.
5. Four hundred fifty-three potential employers received training on ADA, accommodation, and disability awareness; sixty employment sites were developed.
6. Eight hundred sixty-five district employees received training on ADA, accommodations, and disability awareness; employee surveys indicated increased awareness and acceptance regarding these issues.

The overall impact of the activities of the Workability Project resulted in improved retention and prospects for employment for disabled students. In addition, potential employers' awareness of disability issues and acceptance of individuals with disabilities were enhanced. Finally, communication and cooperation among college faculty, staff and community service providers were also enhanced, resulting in a more conducive environment for students with disabilities.

II. PROJECT OBJECTIVES, OUTCOMES, ACCOMPLISHMENTS, PROGRAMMATIC ADJUSTMENTS

Objective 1

Recruit and assist 300 students with disabilities to develop realistic career goals.

Outcomes:

Seventy-five percent of the stated goal was met with 227 students recruited. The demographic characteristics of the recruited students are shown in Tables 1A, 1B, and 1C. The majority had orthopedic, learning, or psychiatric disabilities. The median age of recruited students was 33.3 years, and they had a median of 27.7 credit hours upon entry in the WorkAbility Program.

Notes:

1. Percentages in this and subsequent tables may not total 100% due to rounding.
2. The "71 or more" category includes 8 clients who had earned college degrees prior to program entry and for whom specific credit hours earned were not available.

Table 1A: Disability Type

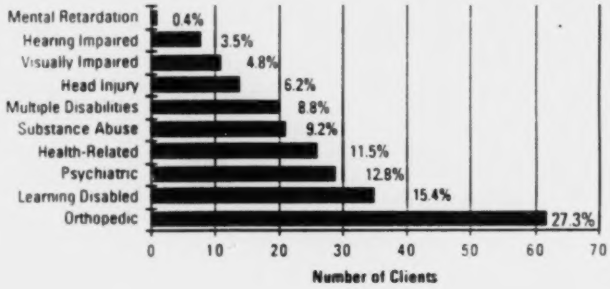


Table 1B: Age

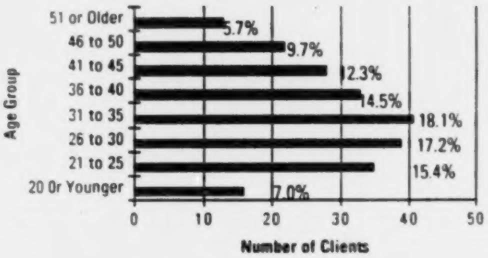
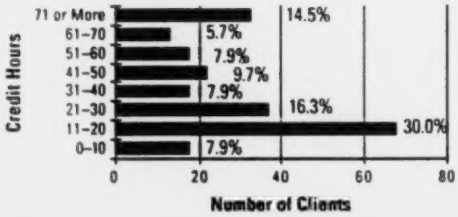


Table 1C: Credit Hours Earned at Program Entry



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Accomplishments:

A poster was created and posted in all campus buildings advertising the WorkAblity Project. See Appendix A for recruiting materials. Press releases were sent to area newspapers. 1,973 recruitment letters were sent to all students receiving Vocational Rehabilitation funding, and to students who had disclosed their disability in the application process. Most students had not self disclosed. The recruitment mailings were sent in the middle of the semester, but many students did not contact the project until the end of the semester or between terms. A visit was made by the Project Director and Career Coordinator to each of four area Vocational Rehabilitation offices in year one and two to encourage referrals and gain feedback on the project. Some students were concerned that participation in the project would jeopardize their Vocational Rehabilitation funding. Two hundred of the 227 particpants were Vocational Rehabilitation clients. Most students contacted the Project due to a combination of marketing tools: posters on campus, direct mail and personal referrals from counselors and peers.

A ten-minute video titled "A Partnership for Success" was created to address the challenge of providing services to students with disabilities who do not disclose. The video was written by a scriptwriter and the Project Director after conducting a focus group of students with disabilities. Students were asked what information they wished they had when they entered school. Many students had become disabled as adults and were not aware of accommodations that could be provided by the school. Self advocacy, time management, effective career choice, ADA rights and responsibilities and negotiating the college environment were issues identified by the students and included in the video.

The video was produced by Midwest Teleproductions. The narrator and actors were all volunteers. The total budget was $10,000 and open captioning was provided by Johnson County Community College and Carl Perkins Funding. The video was used in faculty and staff training to help employees understand the needs of students with disabilities. College recruitment professionals, Disabled Student Service providers and Vocational Rehabilitation Counselors also used the film to assist new students. The film has been distributed to 244 schools and agencies nationwide. The video received national publicity when it was awarded first place in the Association of Higher Education and Disability (AHEAD) Public Relations Contest in July, 1993.

The Employability Development Plan, published by JIST Works, Inc., was used to assess students career goals and job search skills. A one-page Career Action Plan was developed on NCR paper so students could keep a copy. See Appendix A.

Programmatic Adjustments:

Seventy-five percent of the stated goal was met with 227 students recruited. The recruitment goal of 300 students was not met possibly due to changes in districtwide staffing patterns which began in May of the first year. Placement professionals at each campus were contributing 20% of their time to the project. An administrative decision was made at the district level to eliminate the Placement professionals at each campus. This decision had a negative impact on recruiting goals by limiting access to students seeking employment assistance. The Special Needs Counselors were designated as the initial referral source. However, most of the counselors' contact with students related to enrollment and classroom accommodations rather than placement. During the first year, the Project Director was located in the Placement Office at Penn Valley Community College. Ninety-six percent of the recruitment goal was met that year. In years 2 and 3 the Project Director moved to an office separated from the college placement function and absorbed the duties previously performed by the two other placement professionals. Full-time Placement professionals are an important recruiting source for this program. Also, the Career Development Coordinator left the Project in the sixth month of the third year.

Objective 2.

Obtain 45 employer worksites for students by increasing employer awareness of employment needs of persons with disabilities.

Outcomes:

By attending six different training opportunities, 453 employers raised their awareness of the employment needs of person with disabilities. As a result, 60 employer worksites were developed, exceeding the goal of 45 worksites by 33%.

Accomplishments:

The number of employers who hired students and the number of employers who received ADA and Disability Awareness Training far exceeded the project goals. The use of Community Groups such as: Project Equality, Human Resource Management Association and The Disability and Employment Awareness Network enabled the project to share resources such as mailings and publicity to reach a larger number of employers.

Training objectives focused on attitudinal barriers to hiring persons with disabilities. Activities were designed to help employers see the applicant with a disability as a person first, to focus on their skills and to discuss any need for accommodation. Legal rights and responsibilities, as well as, resources for compliance were also presented. Employer Training Agendas are located in Appendix B.

The first employer training attempted was titled " Beyond the ADA, Attitudes: The Invisible Barrier." The half day session presented persons with disabilities sharing disability awareness information. Participant recruitment was challenging because many employers did not feel the need for further training in this area. Thirty employers attended, most employers were from large companies. See evaluation results in Table 2.

Table 2: Beyond the ADA, Attitudes: the Invisible Barrier
Evaluation of the Fall 1992 Employer Workshop
(N = 28)

Item	Evaluation		
	Negative	Average	Positive
Presentation on Mobility Impairments	0.0 %	11.1 %	88.9 %
"Nobody's Burning Wheelchairs" Video	0.0	3.7	96.3
Presentation on Hearing Impairments	0.0	0.0	100.0
Presentation on Visual Impairments	0.0	6.9	93.1
Presentation on Speech Impairments	3.7	14.8	81.5
Presentation on Mental Illness	0.0	21.4	78.6
Presentation on Learning Disabilities	0.0	3.6	96.4
Employer Panel	0.0	3.8	96.2
Handouts	0.0	7.4	92.6
Improvement of Understanding of Disabilities	0.0	0.0	100.0
Overall Impression	0.0	3.6	96.4

Note. Percents are row percents. Data were collected on a 5-point scale with 1 = poor, 2 = below average, 3 = average, 4 = above average, and 5 = excellent. Thus, the "negative" evaluation column combines "poor" and "below average" and the "positive" evaluation column combines "above average" and "excellent" responses.

A Job Fair and employer training session was co-sponsored each year with the Disability and Employment Awareness Network. Windmills, an experiential attitudinal training program for employers was used the first year and 60 employers participated. The second year Geri Jewell, an actress and comedienne presented "A Celebration of Abilities" along with an overview of the ADA presented by the Project Director. This training attracted over 120 employer participants. In the final year, the Mad Hatters an acting company that simulates disability issues and allows audience participation provided awareness training for 80 employers. After training in the morning, the employers broke for lunch then the Job Fair was held in the afternoon. An average of 400 persons with disabilities attended the Job Fair each year.

Table 3: "A Celebration of Abilities" Job Fair
Evaluation of the Spring 1993 Employer Training Seminar
(N = 81)

Item	Evaluation		
	Negative	Average	Positive
Workshop Met Expectations	0.0 %	10.5 %	89.5 %
Time Allotted	1.3	3.8	94.9
"Celebration of Abilities" Presentation	0.0	1.2	98.8
"Making the ADA Work forYou" Video	0.0	0.0	100.0
"Accommodations and the ADA"Presentation	3.8	21.5	74.7
Overall Quality of Seminar	0.0	3.7	96.3
Facilities and Registration	0.0	3.7	96.3

In the second year, employer training was provided in the Fall Seminar Series for the Greater Kansas City Human Resource Management Association (HRMA). HRMA felt that employers were tired of ADA training but workers compensation continued to be an area of high concern. Richard Pimentel provided training on the impact of ADA on Workers Compensation. The concepts of reasonable accommodation and managing and supervising employees with disabilities were presented from a workers compensation cost savings perspective. Eighty employers attended and received information on the WorkAbility Project. HRMA provided advertising and mailing costs for the training.

Table 4: ADA and Workers' Compensation
Evaluation of the Fall 1993 Employer Workshop
(N = 49)

Item	Evaluation		
	Negative	Average	Positive
Overall Rating of Workshop	2.1 %	8.3 %	89.6 %
Material Presented	2.1	17.0	80.1
Quality of Speaker	4.1	2.0	93.9
Training Facility	2.1	8.3	89.6

Note: In the two charts above, percents are row percents. Data were collected on a 5-point scale from "strongly disagree" (1) to "strongly agree" (5). Thus, the "negative" evaluation column above combines the "strongly disagree" and "disagree" responses and the "positive" evaluation column combines the "agree" and "strongly agree" responses.

In the final year, training was targeted at small businesses. This was due to the expansion of Title I of the ADA to include businesses with 15 or more employees in July, 1994. Small businesses were least likely to have human resources professionals and/or the time to attend ADA training. The Project worked with the Rockhurst College Small Business Development Center to co-sponsor a breakfast training. A four page handout on the impact of ADA on small business was sent to 2500 small businesses and an article was published in the Entrepreneurial Section of the *Kansas City Star*. Sixty employers attended the training.

Table 5: Small Business and ADA
Evaluation of the Fall 1994 Employer Seminar
(N = 29)

Item	Evaluation			
	Poor	Fair	Good	Excellent
Overall Rating of Seminar	0.0 %	3.4 %	51.7 %	44.8 %
ADA Overview	0.0	3.6	57.1	39.3
"Making the ADA Work for You" Video	0.0	0.0	35.7	64.3
Adaptive Technology Presentation	3.6	25.0	46.4	25.0
Featured Speaker	0.0	3.4	44.8	51.7
Seminar Materials	0.0	3.7	29.6	66.7
Facilities and Food	0.0	10.3	34.5	65.5

Note: Percents are row percents and may not total 100.0% due to rounding.

Programmatic Adjustments:

Sixty employers hired students. Eighteen additional employers also served as mentors to students. In the initial proposal, training was to be provided by project staff to the employers hiring students. Many students chose to contact employers on their own and did not want Project Staff involvement. Some students could have avoided problems if co-workers and supervisors had some initial training. Disclosure of a disability continues to be a barrier to accommodations in the work place. Training for students on how to disclose and request accommodations appears to be the most independent method to reach employers and facilitate a productive environment for the disabled employee.

Objective 3

Increase employability for 270 (90% of 300) of the students recruited through job search skills training, and completion of an employability plan.

Outcomes:

One hundred fifty-one students (75% of 227 students recruited) increased their employability through Job Search skills assistance and completion of an employability plan.

The total number of students recruited (227) was less than the stated objective of 270, so the available pool of students seeking employment was reduced. Seventy-five percent of the students recruited increased their employability. Seventy-six students were confirming their career goals or were not able to take on employment because of school responsibilities or due to complications from their disabilities. The projected goals were unrealistic. A larger pool of students would need to be recruited to reach the stated goal.

Accomplishments:

Resume writing, disability disclosure, ADA rights and responsibilities and generating job leads were topics included in the job search skills training. *The Job Placement ADA Connection*, published by Miltwright and Associates, was used to assist students with disability disclosure issues. The "Employability Development Plan" file produced by JIST was used to assist students to identify strengths and weaknesses and set goals. See Appendix A for samples. Weekly Job Club groups were implemented in the summer of the first year. Due to low attendance, the groups were discontinued in year two. Job search skills were delivered in groups and individually.

Table 6: Student Satisfaction With Program
(N = 22)

Item	Level of Satisfaction			
	Unsatisfied	Satisfied	Very Satisfied	NA
Current Services	4.5 %	59.1 %	36.4 %	0.0 %
Expanded Services	9.1	50.0	40.9	0.0
Internship Placement	4.5	59.1	36.4	0.0
Accommodations	0.0	40.9	22.7	36.4
Relevance to Career Goals	13.6	54.5	31.8	0.0
Peer Counseling/MentorProgram	4.5	18.2	31.8	45.4

Note. Percents are row percents and may not total 100.0% due to rounding.

To support this objective, a mentoring program was developed in the first year and implemented in the second year. Seventeen students were paired with mentors. Mentor recruitment was conducted based on student career preference. Some students were paired with mentors with similar disabilities and careers. Most students wanted a mentor with related career experience and experience with a similar disability was not important.

Mentor recruitment was conducted throughout the three year project and was time consuming. Recruiting sources included local business women's groups, alumni, independent living centers, professional organizations and personnel departments at local companies. Brochures were distributed at all employer training sessions. The best recruiting source was direct contact by letter and phone with the mentor. Once mentors were recruited and trained, many were interested in participating with additional students in subsequent semesters.

A two-hour orientation training was conducted with the mentors and students. Goals for the relationship were set and activities presented which helped the participants to get to know each other and guidelines for the relationship were also defined. The Mentor orientation was based on the training plan developed by another OSERS Program, Career Connections at the University of Minnesota, Minneapolis.

The students were required to meet with their mentors a minimum of once per month during a semester and maintain a journal of their activities. Some students needed staff intervention mid semester to encourage them to complete their commitment to meet with their mentor. A group meeting with students and mentors at mid-term might have served as a motivator to encourage participation. See page 10 and 11 for results of mentor surveys. Mentor materials are located in Appendix A.

Programmatic Adjustments

No changes were made in this objective.

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Table 7: Students' Responses to Mentoring Survey
(N = 11)

Item	Level of Importance[1]		
	Unimportant	Neutral	Important
Mentor Recruitment:			
Mentor With a Disability	54.5 %	18.2 %	27.3 %
Mentor With Same Type Disability	45.4	27.3	27.3
Mentor/Student Same Gender	72.7	18.2	9.1
Mentor/Student Similar Age	54.5	45.4	0.0

Mentoring Relationship:	Number	Percent
Number of Meetings:		
2 or less	1	9.1 %
3 - 4	4	27.3
7 - 8	1	9.1
9 or more	2	18.2
Topics Discussed:[2]		
Career Planning	8	27.6 %
Disability Issues	3	10.3
Job Seeking Skills	8	27.6
Resume Writing	6	20.7
Other	4	13.8
Reasons Student Participated:[2]		
Learn Employer Expectations	8	19.5 %
Learn to Prepare for Specific Field	9	22.0
Build Professional Networks	8	19.5
Gain Exposure to Field	9	22.0
Learn About Workplace Accommodations	3	7.3
Learn From a Professional With a Disability	4	9.8
Results of Student Participation:[2]		
More Confidence in Pursuing Career Goals	10	38.5 %
Built Professional Networks	6	23.1
Applied for Internship	4	15.4
Applied for Job	1	3.8
Applied for Graduate School	1	3.8
Othe	4	15.4
Overall Satisfaction With Mentor Program:		
Very Satisfied	5	45.4 %
Satisfied	5	45.4
Somewhat Satisfied	0	0.0
Somewhat Dissatisfied	0	0.0
No Response	1	9.1

Notes: 1. Percents are row percents and may not total 100.0% due to rounding. Data were collected on a 5-point scale from 1 (very unimportant) to 5 (very important). Thus, for this section of the table the "unimportant" column combines the "very unimportant" and "unimportant" responses and the "important" column combines the "important" and "very important" responses.

2. These are multiple response items, i.e., respondents were instructed to "check all that apply". Thus, there are more responses than respondents. Percents are column percents and may not equal 100.0% due to rounding.

Table 8: Mentor' Responses to Monitoring Survey
(N = 11)

Item	Level of Importance[1]		
	Unimportant	Neutral	Important
Mentor Recruitment:			
Mentor/Student Same Gender	63.6 %	18.2 %	18.2 %
Mentor/Student Similar Age	81.8	18.2	0.0
Mentor/Student Same Disability	66.7	11.1	22.2
Ability to Contact Program Staff	18.2	18.2	63.6
Access to Mentoring Training Opportunities	18.2	9.1	72.7

Mentoring Relationship:	Number	Percent
Number of Meetings:		
2 or less	1	9.1 %
3 - 4	6	54.5
5 - 6	2	18.2
7 - 8	2	18.2
Topics Discussed:[2]		
Career Planning	10	34.5 %
Disability Issues	3	10.3
Job Seeking Skills	10	34.5
Resume Writing	6	20.7
Reasons Mentor Participated:[2]		
Learn About Disability Issues	3	10.7 %
Assist Students' Career Planning	9	32.1
Contribute to Students' Learning	8	28.6
Contribute to Community	7	25.0
As a Favor to a Friend	1	3.6
Results of Mentor Participation:[2]		
More Comfortable with Disabled People	3	18.8 %
Learned More About Students' Needs	7	43.8
Learned More About My Field	4	25.0
No Response	2	12.5
Overall Satisfaction With MentorProgram:		
Very Satisfied	3	27.3 %
Satisfied	6	54.5
Somewhat Satisfied	0	0.0
Somewhat Dissatisfied	1	9.1
No Response	1	9.1

Notes: 1. Percents are row percents and may not total 100.0% due to rounding. Data were collected on a 5-point scale from 1 (very unimportant) to 5 (very important). Thus, for this section of the table the "unimportant" column combines the "very unimportant" and "unimportant" responses and the "important" column combines the "important" and "very important" responses.

2. These are multiple response items, i.e., respondents were instructed to "check all that apply". Thus, there are more responses than respondents. Percents are column percents and may not equal 100.0% due to rounding.

Objective 4

Place 225 of the students recruited in career related work experiences.

Outcomes:

One hundred six of 227 students (the number actually recruited), or 47%, were placed. The objective (equivalent to 75%) was unrealistic. If we looked at the number of students placed of those seeking job search skills, this outcome would be more significant. Of the 227 recruited, 151 were seeking jobs. Of those 151, 70% (106) were placed.

Accomplishments:

Some students received college credit for their work experience, most were paid either through college work study funds or regular pay. Students with severe disabilities and social service career goals were more likely to be working as a volunteer. Some students confirmed their career goals due to their work experience and others chose another career field. One student with low vision needed adaptive equipment to do word processing in a required internship. Vocational Rehabilitation will purchase adaptive equipment for a full time position but not a limited duration internship experience. The employer couldn't justify an equipment purchase for a temporary position. Arrangements were made by Project staff to rent the equipment from a local vendor. Rental fees were paid with Carl Perkins funds because the work experience was required by the student's vocational program. See Tables 9-11 on the following two pages for placement details.

Student participation with the WorkAbility Program was assessed using an evaluation survey, the results of which are shown in Table 6, page 8. A majority of respondents were satisfied with all aspects of the program, including current and expanded services, internship placement, accommodations, program relevance to career goals, and peer counseling/mentor programs. In addition, employers provided very positive evaluations of their student employee intern, as is shown in Table 12 on page 14. Most employers rated their student interns above average in terms of the quality of their work, dependability, initiative and cooperation, and attendance and punctuality.

Programmatic Adjustments

No changes in this objective.

Table 9: Employment Data

Characteristic	Number	Percent
Level of Employment:		
Part-time (Less than 30 hours per week)	41	68.3 %
Full-time (30 hours per week or more)	19	31.7
Total	60	100.0
Median Hours Per Week = 20		
Hourly Wage:		
Less than $4.25 per hour	2	4.4 %
$4.25 - $4.99 per hour	14	31.1
$5.00 - $5.49 per hour	12	26.7
$5.50 - $5.99 per hour	3	6.7
$6.00 - $7.99 per hour	8	17.8
$8.00 per hour or more	6	13.3
Total	45	100.0
Median Wage = $5.00 per hour		
Length of Employment:		
1 - 10 months	13	43.3 %
11 - 20 months	12	40.0
21 - 30 months	3	10.0
31 months or Longer	2	6.7
Total	30	100.0
Median Length of Employment = 12 months		

Note: Employment data not avilable for all students placed.

Table 10: Characteristics of Clients Placed in Jobs

Characteristic	Number	Percent
Handicapping Condition:		
Head Injury	6	5.7 %
Health Related (Chronic illnesses, e.g., diabetes, lupus, MS, etc.)	29	27.4
Hearing Impaired	6	5.7
Learning Disabled	12	11.3
Mental Retardation	1	0.9
Orthopedic	17	16.0
Psychiatric	11	10.4
Substance Abuse	12	11.3
Visually Impaired	5	4.7
Multiple Disabilities	7	6.6
Total	106	100.0
Age:		
20 or Younger	9	8.5 %
21 to 25	20	18.8
26 to 30	19	17.9
31 to 35	18	17.0
36 to 40	11	10.3
41 to 45	13	12.3
46 to 50	10	9.4
51 or Older	6	5.7
Median Age = 32		
Level of Employment:		
Part-time (Less than 30 hours per week)	41	60.3 %
Full-time (30 hours per week or more)	27	39.7
Median Hours Per Week = 25		

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Table 11: Placement Barriers For Clients Placed in Jobs

Barrier	Number	Percent
Social/Psychological		
Ex-Offender	12	2.6 %
Negative Work History	58	12.7
Need for Accommodations	63	13.8
Lack of Transportation	26	5.7
Lack of Skills	82	17.9
Disability	99	21.6
Low Self-Esteem	14	3.1
Lack of Social Skills	11	2.4
Financial Reasons	40	8.7
Need for Health Care	36	7.9
Need for Housing	11	2.4
Need for Day Care	6	1.3
Total	458	100.0
Financial:		
Pell Grant	58	28.4 %
Voc Rehab	96	47.0
Welfare Recipient	20	9.8
Social Security Recipient	30	14.7
Total	204	100.0

Note: Most clients experienced multiple barriers to employment, hence the number of barriers recorded exceeds the total number of clients.

Table 12: Employers' Evaluation of Interns
(N = 28)

Evaluation Item	Below Average	Average	Above Average
Quantity of Work	7.1 %	50.0 %	42.9 %
Quality of Work	3.6	46.4	50.0
Dependability	3.6	28.6	67.9
Initiative & Cooperation	3.6	21.4	75.0
Interpersonal Skills	7.1	57.1	35.7
Attendance & Punctuality	3.6	35.7	60.7
		Yes	**No**
Would you consider hiring the student for a permanent position?		73.9 %	26.1 %
May the student use your company as a future reference?		92.0 %	8.0 %

Note: Percents are row percents and may not total 100.0% due to rounding.

Objective 5

Increase faculty and staff awareness of disabled students.

Outcomes:

Four hundred fifteen faculty and staff increased their awareness of disabled students needs through training in one or more of 9 different training opportunities.

Accomplishments:

"Pick A Disability", a Windmills attitudinal awareness training exercise was conducted for faculty during the January, 1992 Inservice. The one hour training sessions introduced faculty to the WorkAbility Program and a one page sheet on classroom accommodations was distributed. Many participants felt the training was too short, but a good introduction to ADA.

Manager and Supervisor training was conducted for 160 faculty and staff who supervise employees during the second year. These two and a half hour training sessions focused on Title I issues. The *Classroom Accommodation Handbook* was written by project staff and distributed with the Milt Wright Publication, *What Manager and Supervisors Need to Know About the ADA*. The film "Making the ADA Work for You" gave participants an excellent overview of reasonable accommodation and issues related to managing and supervising a person with a disability. The film also featured actors with disabilities.

Geri Jewell presented "A Celebration of Abilities" to 250 staff members at the Fall 93 Inservice. Her entertaining presentation helped staff to see persons with disabilities as people first.

In the third year, training was provided to individual departments. These sessions were opened with a Windmills exercise "The Empathy Game", and a discussion of classroom accommodations and career issues for students with disabilities. The 1- to 2-hour department training sessions offered more opportunity for interaction and focused on accommodations directly related to their academic discipline. Six divisions received training. The Classroom Accommodation handbook was also used as a resource along with the video "A Partnership for Success". Refer to Appendix C for faculty and staff training materials.

Two hundred eighty-four college faculty, staff, administrators, and officers completed a post-program evaluation survey. The results of the survey are shown in Tables 13-16 on the following pages. Most respondents were either faculty (45.1%) or staff (48.9%) and most came from either the Longview/ Blue Springs campuses (34.7%) or the Penn Valley campus (31.7%). Most respondents believed that making educational accommodations for disabled students does not compromise the curriculum and that exams should be altered if they put disabled students at a disadvantage. A majority of respondents also indicated that they understood procedures to provide classroom accommodations (56%) and felt that additional funds are necessary for support services for disabled students (59%).

A majority of individuals who responded to specific survey items also indicated that the ADA/Workability training had improved their awareness of disabled students' needs and their knowledge of available resources for disabled students. Most respondents reported that they were familiar with services offered by the community colleges for students with disabilities including special needs counselors counseling centers, and learning centers. Thus, it is clear that programs designed to increase faculty and staff awareness of disabled students were very successful.

Programmatic Adjustments

No changes in Objective 5.

Table 13: Faculty/Staff Workability-Training:
Participant Demographics

Characteristic	Number	Percent
Job Classification:		
Faculty	128	45.1 %
Staff	139	48.9
Administrator	14	4.9
Officers	3	1.1
Total	284	100.0
College:		
Longview/Blue Springs	94	34.7 %
Maple Woods	45	16.6
Penn Valley	86	31.7
Eastern Jackson County	20	7.4
Administrative Center	26	9.6
Sessions Attended:		
Session for Counselors on Workability	74	26.0 %
"Windmills" Exercise and Video	54	19.0
"Beyond the ADA"	54	19.0
"A Celebration of Abilities" (Hyatt Hotel)	34	12.0
Manager & Supervisor Training	40	14.0
Impact of ADA on Job Placement	34	12.0
"A Celebration of Abilities" (PVCC)	82	29.0
Disability Awareness	23	8.0
Faculty Division Training	60	21.0

Table 14: Faculty/Staff Beliefs Regarding Accommodations for Disabled Students

Belief	Disagree	No Opinion	Agree	No Response
Each Request Must Be Provided on an Individual Basis	12 %	14 %	73 %	0 %
Making Educational Accommodations Compromises Curriculum	62	16	22	0
Exams Should Be Altered if Disabled Student at a Disadvantage	19	11	61	9
Print and Video Should BeOffered in Alternative Formats	11	18	62	9
Print Materials Should State Accommodations Available	9	18	63	11
I Understand Procedures to Provide Classroom Accommodations	14	21	56	9
Greater Portion of Class Time Needed for Disabled Students	27	22	38	13
Additional Funds Necessary for Disabled Support Services	7	23	59	11
Requested Accommodations Usually Reasonable	8	35	44	13

Note: Percents are row percents. Data were collected on a 5- disagree". Thus, the "agree" column combines the"agree" and "strongly agree" responses and the "disagree" columncombines the "disagree" and "strongly disagree" responses.

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Table 15: Faculty/Staff Attitudes Regarding Students With Disabilities

Belief	Disagree	No Opinion	Agree	No Response
Largest Groups Who Request Services Are LearningDisabled	27 %	35 %	35 %	3 %
My Lack of Experience With Disabled Students Impedes My Assistance With Appropriate Career Goals	35	22	44	0
A Learning Disability is Temporary	65	21	12	2
The ADA Has No Impact on My Work	20	16	53	11
Disabled Students Have Fewer Employment Opportunities Than Other Adults	16	17	56	11
My ADA Training Improved My Awareness of Disabled Students' Needs	6	33	48	13
My ADA Training Improved My Knowledge of Available Resources for DisabledStudents	10	32	44	14
Students Should Disclose Disability Before Services Provided	6	16	65	13

Note: Percents are row percents. Data were collected on a 5-point scale ranging from "strongly agree" to "strongly disagree". Thus, the "agree" column combines the "agree" and "strongly agree" responses and the "disagree" column combines the "disagree" and "strongly disagree" responses.

Table 16: Faculty/Staff Familiarity With Services for Disabled Students

Belief	Very Unfamiliar	Unfamiliar	Familiar	Very Familiar	No Response
Longview ABLE Program	15 %	26 %	24 %	17 %	18 %
Special Needs Counselors	7	21	35	19	18
Counseling Centers	7	19	40	18	16
Learning Centers	5	20	38	22	15
Placement Offices	8	34	28	13	17
Workability	14	37	20	12	17

Objective 6

Provide placement assistance for students upon graduation. Seventy-five percent of graduates will transfer to a four-year school or obtain employment.

Outcomes:

Seventy-two percent of all graduates received placement assistance and transferred to a four year school or obtained employment. Fifty-nine students graduated during the project period. 21 students obtained full time employment and 22 transferred to four year colleges. One student graduated with an Associate of Arts degree and returned to the community college to pursue a Nursing degree.

Accomplishments:

Characteristics of WorkAbility students continuing their education are shown in Tables 17 and 18.

Programmatic Adjustments:

No changes in this objective.

Table 17: Characteristics of Clients Continuing in Postsecondary Education

Characteristic	Number	Percent[1]
Disability Type:		
Head Injury	9	5.8 %
Health Related	48	31.1
Hearing Impaired	7	4.5
Learning Disabled	15	9.7
Mental Retardation	1	0.6
Orthopedic	27	17.5
Psychiatric	17	11.0
Substance Abuse	14	9.1
Visually Impaired	6	4.0
Multiple Disabilities	10	6.5
Total	154	100.0
Age:		
20 or Younger	12	7.8 %
21 to 25	22	14.3
26 to 30	24	15.6
31 to 35	31	20.1
36 to 40	21	13.6
41 to 45	20	13.0
46 to 50	16	10.4
51 or Older	8	5.2
Median Age = 33.4		
Credit Hours Earned at Program Entry:		
0 - 10	30	19.5 %
11 - 20	36	23.4
21 - 30	21	13.6
31 - 40	11	7.1
41 - 50	14	9.1
51 - 60	9	5.8
61 - 70	7	4.5
71 or More[2]	26	16.9
Median Entry Credit Hours = 25.7		

Notes:
1. Percents in this and subsequent tables may not total 100% due to rounding.
2. The "71 or More" category includes 7 clients who had earned college degrees prior to program entry and for whom specific credits hours earned were not available.

Table 18: Placement Barriers For Clients Continuing in Postsecondary Education

Barrier	Number	Percent
Ex-Offender	15	2.2 %
Negative Work History	74	11.0
Need for Accommodations	82	12.2
Lack of Skills	121	18.0
Disability	149	22.2
Low Self-Esteem	28	4.2
Lack of Social Skills	18	2.7
Financial Reasons	69	10.3
Need for Health Care	54	8.1
Need for Housing	15	2.2
Need for Day Care	10	1.5
Total	670	100.0

Note: Most clients experienced multiple barriers, hence the number of barriers recorded exceeds the total number of clients.

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Objective 7

Disseminate Project Information.

Outcomes:

Project information was widely distributed at the local and national level. Professional conference presentations, personal visits, press releases and articles published in professional and community wide publications were used to accomplish this objective.

Accomplishments:

Dissemination activities focused on creating awareness of the project during the first year. Visits by Project Staff were made to agencies and referral sources. Press releases were distributed in local publications and presentations at college department meetings were conducted to encourage project referrals. Training materials were developed and tested in the first year.

The video "A Partnership for Success" and the *Classroom Accommodation Handbook* are the products developed by the project and used in dissemination presentations. The focus of the presentations included the key project components: student career services, employer training and faculty and staff training. A total of 37 presentations were given during the three year project. See Appendix D for a complete list of dissemination activities.

A variety of audiences were reached through a national conference presentation by the Project Director each year. In the first year, a discussion of Disability Services and Diversity in an "Emerging Issues" forum was led by the Project Director at the College Placement Council's Management Leadership Institute for Career Planning and Placement Professionals in Minneapolis Minnesota. In year two, Community College Administrators were addressed at the American Association of Community Colleges Conference in Portland, Oregon. In the third year, the project staff collaborated with other OSERS funded projects for dissemination training activities. Counselors and Placement Professionals attended the "Opening Doors: Providing Effective Career Development and Placement Services for Students With Disabilities in Postsecondary Institutions" regional workshop which was hosted by WorkAbility and Co-sponsored by The University of Wisconsin Center on Education and Work. The University of Wisconsin teamed up with WorkAbility for a session at the Transition Institutes' National Project Directors meeting in Washington D.C. A presentation titled "Making the Career Transition Connection" was co-presented at the Association of Higher Education and Disability Conference in Columbus Ohio with Calhoun Community College in Alabama and University of North Carolina At Charlotte.

Two hundred forty four schools and agencies have received the video and handbook. Press releases were printed in the Transition Institute, HEATH, the Center on Education and Work and other disability focused publications. The video won first place and the handbook won second place in the AHEAD Public Relations Contest July, 1993. Publicity generated by these awards aided in their distribution. These materials will continue to be distributed through the Metropolitan Community Colleges Foundation on a cost recovery basis.

Written dissemination activities included articles printed in campus newspapers, internal employee publications and business newsletters which increased institutional and community awareness of project activities and goals. *The Kansas City Star* and the *Small Business Monthly* also published articles. The WorkAbility project was one of 48 schools chosen from 150 entries to be featured in the book *Disabil-*

ity Support Practices in Community Colleges: Selected Examples, edited by Lynn Barnett and published by the American Association of Community Colleges in 1993.

Programmatic Adjustments:

The Project Director served on an advisory committee for two similar OSERS funded projects at the University of Wisconsin Center on Education and Work and the University of Missouri. These relationships enhanced the delivery and development of training materials. The director shared project information and received helpful feedback on the video, handbook and project evaluation. The opportunity to share resources with similar OSERS funded projects was an unanticipated bonus. This networking significantly had a positive impact on project outcomes.

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Objective 8

Institutionalize project by the end of the funding period.

Outcomes:

The position of ADA and Student Civil Rights Coordinator was created to address the continuing institutional need for training, student service development and compliance. This new full-time position was filled by the Project Director December first, 1994 at the end of the WorkAbility funding. Responsibilities of the position include coordinating ADA and student civil rights compliance for the community college district, developing and delivering training to college staff and faculty on accommodations and assistive technology, assisting college career planning and placement personnel with career issues for students with disabilities, acting as a district liaison with community service providers to facilitate effective transition from school to work for students with disabilities. A copy of the position description is in Appendix F.

Accomplishments:

A meeting with project staff and the project steering committee was held at the end of the second year to discuss options for project continuation. A proposal was developed based on committee recommendations and submitted to MCC administration for consideration during the Fiscal Year 94-95 budget planning season in March, 1994. A key recommendation of the committee included the priority to support staff to accommodate existing career services for all students, as opposed to, creating a segregated program for students with disabilities. A copy of the proposal is in Appendix F.

Programmatic Adjustments:

The original proposal planned to maintain the Career Development Coordinator and the Secretary positions. Due to disabled students' reluctance to disclose their disability and the need to integrate services as much as possible, MCC decided to deliver career planning and placement services to students with disabilities along with their peers without disabilities. The creation of the ADA/Student Civil Rights Coordinator position was determined to be a more efficient method to continue career services to students with disabilities.

III. EVALUATION PROCESS

Evaluation of the project was an ongoing process from the initial development of the proposal through dissemination of the final report. Students, faculty, staff, administrators, community service providers and employers were involved in evaluation activities.

Project objectives were written quantitatively to facilitate the evaluation of outcomes achievement. The primary evaluation tools used included student follow-up and workshop evaluation surveys completed at the end of training or placement services and focus group interviews. See Appendix E for samples of survey instruments.

Jeffrey A. Seybert, Ph.D., Director of Institutional Research at Johnson County Community College provided outcome analysis and developed charts and graphs for this final report. Tom Thompson M.A., Director, Center for Students with Disabilities at William Rainey Harper College, assessed the impact of the project through focus group sessions with project staff, student participants, special need counselors and student services deans.

A site visit by Lynda Leach, M.S., Education Specialist, and Thomas E. Grayson, Ph.D., Associate Director from the Transition Research Institute at the University of Illinois at Urbana-Champaign was conducted in the second year of the project. Ms. Leach and Dr. Grayson provided valuable suggestion on project outcomes and evaluation methods. Suggestions for developing the continuation proposal were also implemented in the third year of the project.

Charles Van Middlesworth, Director of Research and Assessment at the Metropolitan Community Colleges, was instrumental in the development of the request for proposal to hire the evaluation consultants. He also provided assistance in gathering and evaluating student demographic data.

IV. IMPACT EVALUATION

The following three groups were considered in the analysis of the impact of the project: students with disabilities, deans of student services and special needs counselors; community service providers; and college faculty and staff. A summary of the impact of the project on these groups is presented in this evaluation section.

Impact on Students with Disabilities, Deans of Students Services, Special Needs Counselors.

Tom Thompson conducted three focus groups with students with disabilities, student services deans and special needs counselors to assess the project's impact. A report of his finding is located in Appendix E. A summary of focus group comments follows:

Students with disabilities reported these significant benefits listed in order of importance:

1. Helpful, caring staff and individual attention
2. Resume writing assistance
3. Career planning assistance and career-related work experience opportunities

Significant barriers identified by students include:

1. Assistance developing job leads
2. Self-confidence development
3. Negotiating for accommodations
4. Resume writing assistance

Special Needs Counselors identified the following benefits:

1. Improved visibility, referrals and new image as "resource person" on campus
2. Student services staff are more capable of meeting career development needs of students with disabilities
3. Students with disabilities are becoming better self-advocates for their career needs

Deans of student services responses include:

1. Special needs counselors have limited time for career planning due to enrollment responsibilities
2. The loss of placement professionals at each campus adversely affects service delivery
3. Staff and faculty ADA training is critical
4. Services for students with disabilities needs to be integrated into all student services

Impact of Project on Community Service Providers

Community impact was assessed through a survey completed by the vocational rehabilitation counselors who referred clients to the project. The project director also conducted an interview with Dean Waters, IAM Cares Projects with Industry Director. The IAM Cares Project often worked in conjunction with WorkAbility staff to provide individual placement assistance to WorkAbility project participants. An evaluation of a workshop for community service providers on the impact of ADA on Job Placement" and the vocational rehabilitation counselors survey is located in Tables 19 and 20.

Table 19 depicts participant evaluation of an ADA seminar attended by over 100 community service providers. It is clear from this data that all aspects of the workshop were rated very highly by participants. Most participants were interested in the changes in job development methods and disclosure issues when assisting persons with disabilities to locate employment.

Table 19
Evaluation of the Fall 1993 ADA/Job Placement Seminar
(N = 63)

Item	Negative	Evaluation Average	Positive
Overall Rating of Workshop	0.0 %	11.5 %	88.5 %
Material Presented	3.3	13.1	83.6
Quality of Speaker	0.0	4.8	95.2
Training Facility	4.8	25.4	69.8

Note: Percents are row percents. Data were collected on a 5-point scale from "poor" (1) to "excellent" (5). Thus, the "negative" evaluation column above combines the "poor" and "fair" responses and the "positive" evaluation column combines the "very good" and "excellent" responses.

Table 20 on the next page summarizes the results of a survey conducted with a sample of vocational rehabilitation counselors. Respondents agreed strongly that lack of career-related experience is an employment barrier for disabled students and that those students need education about ADA and ongoing career counseling. They further agreed that the WorkAbility program enhanced their clients' retention in school, improved relationships between themselves and the community college, provided effective services, and had resulted in provision of improved accommodations for disabled students. Thus, in the opinion of this important group of key community informants, it is very clear that the WorkAbility project was successful in facilitating improvements for disabled students in a variety of areas.

Deann Waters, IAM Cares Project Director, reported improved relationships with campus career resource personnel, increased referrals of students to the IAM Cares Project, cooperative delivery of placement services, and excellent training opportunities for IAM Cares project staff as a result of the WorkAbility Project. Future recommendations include: colleges need to continue career planning and work experience opportunities; graduates tend to have unrealistic salary expectations, poor job search skills, and little information on job trends. IAM Cares would like to develop a direct referral process to provide individual job search assistance for all students with disabilities and continue to work cooperatively with college placement professionals.

Impact of Project on College Faculty and Staff

Louise Hoxworth, a counselor who had attended a number of training opportunities provided by the WorkAbility Project, was interviewed about the impact of training on her work as a faculty member's

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Table 20
Results of Key Informant Survey (Vocational Rehabilitation Counselors)

Item	Disagree	No Opinion	Agree
Lack of Career Related Experience is an Employment Barrier For Students With Disabilities	0.0 %	0.0 %	100.0 %
Most Clients Need Education on Rights and Responsibilities Under ADA	0.0	12.5	87.5
Workability Program Had Positive Impact on Clients Retention in School	0.0	12.5	87.5
Students With Disabilities Need Ongoing Career Counseling	0.0	0.0	100.0
Community Colleges Better in Accommodating Disabled Students	0.0	12.5	87.5
Workability Program Has Improved Relationships Between Voc Rehab and Community College	0.0	0.0	100.0
Community Colleges Need to Develop Industry Based Vocational Programs	12.5	12.5	75.0
Workability Placement Services Were Effective	0.0	37.5	62.5
Community Colleges Should Provide Career Related Work Experiences	25.0	25.0	50.0

Note: Percents are row percents. Data were collected on a 5- point scale ranging from "1" (strongly disagree) to "5" (strongly agree) with "3" being "no opinion". Thus, the "disagree" column combines the "disagree" and "strongly disagree" responses and the "agree" column combines the "agree" and "strongly agree" responses.

Ms. Hoxworth said she had been employed one year at the start of the WorkAbility Project and was still learning her job at that time. At first, she did not see the needs of students with disabilities as an issue related to her responsibilities. After ADA training, Louise feels more confident that she is capable of assisting students with disabilities and is aware of referral resources for disabled students. The training helped her to see similarities between students with disabilities and their nondisabled peers. This awareness developed over the three-year period and she felt repeated opportunity for training and personal experience was key in her disability awareness development. Her previous limited exposure to students with disabilities led her to believe that career assistance for students with disabilities was an issue for the Special Needs Counselors only.

A post program survey was completed by 284 faculty and staff in October 1994. Results of this survey are located in Tables 13-16 on pages 16 and 17. A majority of individuals who responded to specific survey items also indicated that the ADA training had improved their awareness of disabled students' needs and their knowledge of available resources for disabled students. Most respondents reported that they were familiar with services offered by the community colleges for students with disabilities including special needs counselors, counseling centers, and learning centers. Thus, it is clear that programs designed to increase faculty and staff awareness of disabled student needs were very successful.

Conclusion

The impact of the WorkAbility Project on the Metropolitan Community Colleges has been significant. The environment has become more user friendly for students and employees with disabilities. Departments are taking ownership of ADA issues. For example, a Registrar recognized the need for an accessible counter in a Business Office remodeling project and addressed her concern with the architecture; instructors call and ask questions regarding accessibility issues; and students are more likely to take responsibility and initiative in negotiating accessibility in the educational and work environment.

Specific project impacts include:

1. Two hundred twenty-seven students with disabilities participated in the WorkAbility Project.
2. One hundred fifty-one program participants improved their employability through job skill training.
3. One hundred six program participants received career related work experiences.
4. 88.1% of program participants were retained in school compared to a district-wide retention rate of 59.4%.
5. Four hundred fifty-three potential employers received training on ADA, accommodation, and disability awareness; sixty employment sites were developed.
6. Eight hundred sixty-five district employees received training on ADA, accommodations, and disability awareness; employee surveys indicated increased awareness and acceptance regarding these issues.

The overall impact of the activities of the Workability Project resulted in improved retention and prospects for employment for disabled students. In addition, potential employers' awareness of disability issues and acceptance of individuals with disabilities were enhanced. Finally, communication and cooperation among college faculty, staff and community service providers were also enhanced, resulting in a more conducive environment for students with disabilities.

Appendix A
Student Recruitment, Handouts, Forms

STUDENT RECRUITMENT LETTER

September 16, 1993

1~ 2~
3~
4~

Dear 1~:

If you are unsure of your career goals or if you need some work experience related to your area of study, the Metropolitan Community Colleges has a great program for you. **WorkAbility** is a service for college students with disabilities which makes careers more accessible. We can assist with career planning, tips on job hunting, resume writing, assisting you to find part-time employment, or an internship while you attend school or during breaks. The goal of **WorkAbility** is to improve your employability after graduation. As a recipient of Vocational Rehabilitation Services, you may be eligible to participate in this program.

Another service we provide is a Mentoring Program. It helps to have "inside information" on the career of your choice. The Mentoring Program will attempt to match students with a professional who is successfully employed in the career you are preparing to enter. The student and mentor attend a two hour orientation and then schedule to meet once a month for three months. While you meet with your mentor, you may discuss strategies to succeed in school, transfer information if you plan to go to a four year institution, how to get a job in your career area, as well as, visit your mentor's work site.

If you would like to participate in the **WorkAbility** Program, please contact the Special Needs Counselor at your school or call Joanie Friend, **WorkAbility** Project Director at 759-4154.

It is competitive in the labor market and hopefully the **WorkAbility** Program will help you beat the competition for jobs.

Sincerely,

Joanie Friend
WorkAbility Project Director

The following article has been omitted due to copyright restrictions:

"MCC program offers internships to physically challenged students"
The Update, July 1992, Volume IV, Issue 3 pg. 1.

Now, a new program for students with disabilities that makes **careers** more accessible.

Get invaluable career-related experience! Take advantage of a new internship program, called WORK ABILITY, which can help you overcome your unique employment barriers.

Internships are available for Metropolitan Community Colleges students who have completed one semester of study. Career counseling and other support is provided if necessary.

PENN VALLEY
Joanie Friend • 759-4153 • (TDD) 759-4383

MAPLE WOODS
Janet Weaver • 437-3095 • (TDD) 437-3318

LONGVIEW
Connie Flick-Hruska • 672-2254
(TDD) 672-2144

POSITIONS ARE LIMITED. CALL FOR AN APPOINTMENT TODAY!

WORK ABILITY

WORK ABILITY is Federally Funded through U.S. Dept. of Education • Equal Opportunity/Affirmative Action Employer.

ON APRIL 16, YOU'LL GET FULL ACCESS TO JOB OPPORTUNITIES.

Job Fair for People with Disabilities, 12:30 to 3:30 pm at the Hyatt Regency Hotel, 2345 McGee, Kansas City MO.

Discuss current and future job opportunities with over 30 employers. Dress professionally, bring your resume and be prepared to complete employment applications. The Job Fair is free, and no registration is required.

For information, call 759-4153.

Job Fair organized by the Disability Employment Awareness Network and the Federal Disabled Employees Council.

Register for a special presentation before the Job Fair: "A Celebration of Abilities" by Geri Jewell from 12:00-12:45.

Actress, comedienne and lecturer Geri Jewell was the first person with a disability to become a regular performer in NBC's "The Facts of Life." As a motivational speaker, she challenges her audiences to open doors to new ways of perceiving themselves, others and the world they live in. Registration and a $2 fee is required by **April 13.** *Sponsored by T.W.A., Health Midwest and Hyatt Regency.*

- -

Name: ______________________________

Address: ______________________________

School or agency: ______________________________

Telephone number: ______________________________

Special accommodations you require: ______________________________

Make check payable to "DEAN" and send to Joanie Friend, Penn Valley Community College, 3201 Southwest Trafficway, Kansas City, MO 64111.

UMKC/MCC
PART-TIME AND INTERNSHIP JOB FAIR
FACTS

DATE: Tuesday, February 23rd, 1993.

LOCATION: U.M.K.C. Pierson Hall
Across from Menorah Hospital on Rockhill Road. Parking available in garage at 50th and Oak, or in front of University Center.

AGENDA:

3:00 P.M. JOB FAIR BEGINS. Meet with over **35 employers** to discuss immediate job openings, and future career related work experiences.

3:30-4:00 FREE INFORMATION SESSIONS. All sessions will be held in Room 106 of the University Center.

JOBS FOR INTERNATIONAL STUDENTS.
Presentation on work permits and internships. Practical training requirements in the U.S. Presenter: Thomas Burns, International Student Advisor, U.M.K.C.

4:15-5:00 HOW TO GET A FEDERAL GOVERNMENT JOB.
Georgia Storey, from the Office of Personnel Management, will explain part-time and internship programs, as well as tips for completing a 171 application for employment.

5:15-5:45 AMERICANS WITH DISABILITIES ACT.
Learn about your rights and responsibilities in the hiring process as a person with a disability. Presenter: Joanie Friend, Career Counselor with Work**Ability** at Metropolitan Community Colleges.

If you plan to attend, complete the registration form and get it to your College Placement Office as soon as possible.

****

YES, I WILL ATTEND THE JOB FAIR ON FEBRUARY 23RD.

NAME: ______________________________

SSN#: _______________ **SCHOOL:** ____________________

MAJOR: ________________ **ESTIMATED GRADUATION DATE:** _________

CHECK WHICH INFORMATION SESSION(S) YOU ARE INTERESTED IN:

INTERNATIONAL STUDENT: ___ **GOVERNMENT JOBS:** ___ **A.D.A.:** ___

HOW DID YOU HEAR ABOUT THIS EVENT?

____ **POSTER** ____ **PLACEMENT OFFICE** ____ **FRIEND** ____ **TEACHER**

Don't Wait Until It's Too Late!

It takes both education and experience to get the job you want.

Talk with over 35 employers about internships and part-time job opportunities at the Internship and Part-time Job Fair at UMKC. Sponsored by UMKC, MCC, and Rockhurst College.

Internship & Part-time Job Fair
Thursday, April 7, 1994
11:00 a.m. to 2:00 p.m.
UMKC University Center
49th and Rockhill Road, Kansas City, MO

Please let us know ahead of time if you need special accommodations due to a disability. Call 235-1636

Sponsored by the Metropolitan Community Colleges–Longview, Maple Woods, Penn Valley, University of Missouri-Kansas City & Rockhurst College

WORKABILITY MENTOR PROGRAM

Making careers more accessible for students with disabilities at the Metropolitan Community Colleges.

MISSION STATEMENT

The mentoring experience will enhance the students knowledge of their career interest area, and provide the student with a positive role model who will guide, support, share ideas with the student and in turn, expand the mentor's horizons.

REQUIREMENTS

Mentors will be matched with students who have identified a career goal. Students and mentors will attend a one and one-half hour orientation and then meet a minimum of one hour per month during the semester for a total of three meetings.

During the orientation, the responsibilities of the student and mentor will be discussed, suggestions for activities shared and goals will be developed by the mentor and student for the semester. Examples of activities include, visiting mentor's worksite, observing a typical day on the job, discussing educational goals, course selection, assistance with locating sources of entry level employment, feedback on interviewing and job search techniques.

All participants will complete an evaluation form documenting meetings and effectiveness of the mentoring relationship.

Support will be provided throughout the program by the WorkAbility Project Director, Joanie Friend, 759-4154, and Career Development Coordinator, Gretchen Blythe, 759-4152.

The WorkAbility Program is funded by a three year demonstration grant from the U.S. Department of Education, Office of Special Education and Rehabilitation Services.

MENTORING PROGRAM GUIDELINES

1. Meet with your mentor/student a minimum of one hour, once a month during the spring semester (January through May).

2. Students will contact and arrange meetings with mentors.

3. Attend scheduled meetings with the mentor/student. If you cannot make the meeting, make sure you call and cancel.

4. Meet with your mentor/student on campus, at the mentor's workplace or at a mutually agreed upon place like a restaurant, library, etc...

5. Avoid sexual joking, innuendos or comments.

MENTOR RECRUITMENT LETTER

November 30, 1993

Walt Disney
1230 Main Street
Kansas City, MO 64111

Dear Uncle Walt:

Has there ever been a person in your life who you looked up to? Have you known someone who gave you advice and information to help you make it along in life? Consider how important that person was to influencing your future, to making you the person you are today. This person was more than just a friend, they were a mentor to you.

Now you have the chance to become a mentor through the **WorkAbility** program at the Metropolitan Community Colleges. **WorkAbility** makes careers more accessible for students with disabilities. It offers a mentoring service to help interested students further their career goals.

The mentoring service gives students the chance to gain valuable "inside information" from a professional who is successfully employed in the area of the students' career choice.

Students and mentors attend a two hour orientation and then schedule to meet one hour once a month for three months. The time committment is small in comparison to the knowledge students gain from spending time with a career professional.

During your meetings with a student, you may discuss many things, such as information on education and training needed for your career, how to get a job in your field, or what an average day is like in your office. You might invite your mentee to your office or talk to them over lunch.

You may be the person who can give these students the career knowledge to change their lives. A student has already expressed an interest in your specific career area. If you would like to become a mentor, please fill out the enclosed application. Questions? Contact me at 759-4153.

Sincerely,

Joanie Friend, Director

WORKABILITY MENTOR APPLICATION

NAME: ______________________________

TITLE: ______________ COMPANY: ______________

WORK ADRS: ______________ PHONE: __________

HOME ADRS: ______________ PHONE: __________

The following questions will help us place you with an appropriate student/mentee. Please respond to the questions as specifically as you can in the space provided below.

1. Please briefly describe why you are interested in becoming a mentor:

2. What are some of the major duties of your job?

3. Would your work place allow an on-site visit by a mentee?

4. What is your educational background? *(Please include schools attended and degrees earned.)*

5. In your opinion, what qualities do you think a mentor should possess?

6. What professional experiences and community/personal activities have you been involved with that you think would benefit the student/mentee?

return to J. Friend, WorkAbility, Penn Valley Community College, 3201 SW Trafficway, KCMO 64111

MENTORING PROGRAM CONTRACT

We, ______________________________ and ______________________________

will meet at least once a month during the spring semester (January-May) to discuss the following:

As part of the Mentoring Program, we both agree to:

- Communicate any problems with program staff.
- Contact student/mentor in advance if a meeting is to be rescheduled.
- Respect each other's privacy. What is discussed as part of the Mentor Program stays confidential unless otherwise stated.
- Respect each other as individuals, with differing views and opinions.
- Keep a journal entry of each contact.

____
Mentor

____
Student

MILT WRIGHT & ASSOCIATES, INC. offers training and consulting service on Title I of the Americans With Disabilities Act to employers and job placement organizations. We provide training for managers and supervisors in effective techniques of disability management and ADA compliance.

The Job Placement - ADA Connection

Limiting Liabilities and Maximizing Opportunities for Training and Placement of Persons with Disabilities

ORDER FORM

Send Order Form & Payment to: *Milt Wright & Associates, Inc.*
9455 De Soto Avenue
Chatsworth, CA 91311
All (818): Voice 349-0858 • FAX 349-0987 • TDD 349-5031
ORDER DEPT. (800) 626-3939

(Please Print)

Company____________________________
Attention ____________________________
Street Address________________________
City________________________________
State/Prov. ________________ Zip________
Telephone (   )____________________

☐ Please contact me, I am interested in receiving information on the ADA.

☐ Please contact me, I am interested in purchasing the right to duplicate 30 or more of the Job Placement - ADA Connection book.

Method of Payment: (Check one)
☐ Enclosed is my check or money order for $____________payable to Milt Wright & Associates, Inc.
☐ Please charge my credit card in the amount of $___________ Check type of card: ☐ VISA ☐ MasterCard
Expiration Date______________ Account # ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
Name on Card (Please Print)________________________
Phone No. (____)____________________ Signature____________________________

Quantity	Code #	Title	Unit Price	Total
1	242B	The Job Placement - ADA Connection	$24.95	$24.95
	242BD	The Job Placement - ADA Connection (Additional copies)	$10.00	

"Rush Order:" *Contact our office for special shipping and handling requests. Additional charges will be added.*

☐ **Rush Order** —>	$	Rush order charge
Sales tax to be added as applicable. —>	$	CA & HI orders—add sales tax
Shipping, Handling and Insurance—a single charge to cover shipping, handling and insurance to be added as a percentage of total order as follows: *10% within the continental U.S., 15% outside the continental U.S., or actual shipping plus 5%, whichever is greater* - **Minimum charge of $4.50 per order** —>	$	Shipping Handling and Insurance
Payable in U.S. Funds FOB, Chatsworth,CA—Canada: U.S. Money Order Price (including shipping) subject to change without notice. —>	$	Grand Total

Special Discount Prices available for the right to duplicate quantity orders of 30 or more.

Return Policy: Purchasers and Bookstores who wish to return books or materials must do so within 30 of date of invoice.

We ask that the following be observed:
(1) Books and materials must be in resalable condition and must be unused, unmarked and unsoiled;
(2) Materials must be shipped via UPS and packaged securely to prevent damage in transit; and,
(3) Persons returning books and materials must pay freight and include a copy of invoice or packing slip indicating quantity and title of the item and date.

WORKABILITY

CAREER ACTION PLAN

NAME:____________________ DATE:______________

PRESENT CAREER SITUATION:______________________________________

____

____

VALUES	INTERESTS	SPECIFIC JOB SKILLS
__________	______________	______________
__________	______________	______________
__________	______________	______________
__________	______________	______________

What is your **"IDEAL"** Job: ________________________________

PERSONAL STRENGTHS

____

____

____

BARRIERS

____

____

____

CAREER CHOICE TOOLS

_____ SIGI, DISCOVER, GIS

_____ INFORMATION INTERVIEW

_____ LOCAL LABOR MARKET INFO.

_____ EDUCATION REQUIREMENTS

_____ JOB SHADOWING

_____ MENTORING

_____ WORK EXPERIENCE

_____ INTEREST INVENTORIES SC,CAI,COPS

GOALS: **COMPLETION DATE:**

1) ____

2) ____

3) ____

STUDENT____________________ **COUNSELOR**____________________

The Employability Development Plan

LaVerne Ludden Ed.D., Bonnie Maitlen Ed.D., J. Michael Farr M.S.

© 1985, JIST Works, Inc. 720 North Park Avenue, Indianapolis, IN 46202

Refer to Instruction Manual for complete instructions. This device is designed for organizing and summarizing participa
information in a structured and useful way. By itself, it is not intended to be a diagnostic or prescriptive tool though ma
of the factors considered are based on employability research findings.

(Reproduced with permission from the publisher 1-95.) "SAMPLE" ONLY

Participant Information

Name ______ (Last) ______ (First) ______ (M.) ______ Social Security # ______
Street Address ______
City ______ State ______ Zip ______
Phone Number # ______ Alternative Phone Number # ______
Date Enrolled ______ Age: ______ Sex: ______ Marital Status: ______ # Dependents ______
Vocational Goal ______ Employment status ______
Educational status ______
Economic status ______
Date plan completed ______ Target groups(s) ______

Participant Progress Summary

Date ______ Staff Member ______
Progress ______
Future Action ______

Date ______ Staff Member ______
Progress ______
Future Action ______

Date ______ Staff Member ______
Progress ______

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Testing

Test administered	Test Results and Comments
Educational Testing	
Occupational Testing	
Other Testing	

SAMPLE ONLY

Recommendations Based on Testing

Participant Progress Summary

e __________ Staff Member __________

gress __________

ure Action __________

e __________ Staff Member __________

gress __________

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Employability Assessment Checklist

total of 84 items are organized into seven categories. Each should be *either* an asset *or* a barrier, not both. If it is a barrier that would severel ployability, check also the critical barrier column and provide details in the comment section. Add up the total assets and barriers for each se Refer to the separate instruction booklet for definitions of items and other details.

	Asset	Barrier	Critical Barrier	Comments on Critical Barrier
Personal Issues and Considerations				
S/is not eligible to work as:				
U.S. citizen/legal alien				
Other problem considerations:				
Criminal record				
Probation record				
Suspended driver's license				
Garnishments/litigation				
Discrimination				
Has/does not have:				
Income for training/job search				
Adequate housing				
Food				
Medical/dental care				
Child care				
Transportation				
Totals				
Health				
Basic health condition:				
Eyesight				
Speech				
Hearing				
General health				
Dental hygiene				
Mental health				
Evidence/lack of evidence of:				
Addiction				
Chronic illness				
Ability/inability to:				
Stand				
Sit				
Bend				
Lift				
Totals				
Work Orientation				
Evidence/lack of evidence of:				
Desire to work				
Enthusiasm				
Ability to direct self				
Motivation				
Interest in personal development				
Interest in program benefits				
Interest in reducing dependency on subsized programs				
Realistic expectations about work				
Feeling of economic responsibility				
Potential earning capacity exceeds entitlements				
Has/does not have support systems in place:				
Family				
Friends				
Totals				
Career Planning Skills				
Has/lacks an awareness of:				
Personal values				
Personal interest and capabilities				
Realistic and available occupations				

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Employability Assessment Checklist (continued)

	Asset	Barrier	Critical Barrier	Comments on Critical Barrie
an be/can not be competitive through:				
Wage requirements				
Work shift preferences				
Work flexibility				
Geographical preference				
emonstrates ability/inability to:				
Plan				
Make decisions				
otals				
ob Seeking Skills				
an/cannot be competitive through:				
Understanding employer's expectations				
Work history				
Ability to complete application				
Appearance				
Communication skills				
Personal presence and mannerisms				
Recent work experience				
Ability to describe assets and skills				
an/cannot direct job search because:				
Adequate training and experience for job objective				
Willing to conduct job search				
Knowledge of job search				
Resources to conduct job search				
otals				
ob Adaptation Skills				
ork attributes/deficiencies include:				
Good attendance				
Punctuality				
Works well under supervision				
Produces an adequate amount of work				
Produces an acceptable quality of work				
Works well with co-workers				
Follows directions				
Accepts responsibility				
Demonstrates dependability				
Knows how to advance on the job				
Demonstrates pride in work				
Willing to learn, change and adapt				
otals				
ducation and Training Credentials				
bility/inability to:				
Read				
Perform mathematical computations				
Write				
Spell				
Study				
Learn				
as/has not earned:				
Basic education (high school, GED)				
Advanced training (OJT, apprenticeship, college)				
as/does not have:				
Training related to job goal				
Interest in enhancing employability through education				

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Employability Plan

lete this *only* after the Employability Assessment Checklist, Summary Chart, and Testing sections are completed. Any critical barriers indicated there must be dealt with in one of the three ives or actions below. See the separate instruction booklet for more details and samples of completed forms.

Objective	Action Required	Person/Org'n Responsible	# Weeks	Start/ Stop Dates	Comments	Date Completed	Staff Initials
	1.						
	2.						
	3.						
	4.						
	5.						
	1.						
	2.						
	3.						
	4.						
	5.						
	1.						
	2.						
	3.						
	4.						
	5.						

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Job Search Action Plan

This section is to be completed immediately prior to participant's active search for a job

:tive ____________ Type of business/organizations ____________

inimum accepted/hr ____________ preferred ____________ full time or part time ____________ hours preferred ____________

tation arrangements ____________ Child care arrangements ____________

:h Techniques (check one or more that will be used): ☐ Contact friends & relatives ☐ Directly contact employers ☐ Direct mail ☐ Employment services ☐ Placement assistance

ier (specify) ____________ Hours committed to job search each week: ____________

ts: ____________

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Appendix B
Employer Training Materials

The following article has been omitted due to copyright restrictions:

"Area Businesses Find New Source of Valuable Employees". Business Link. Spring 1993, pg. 1.

JOB FAIR
EMPLOYER TRAINING SEMINAR

April 27, 1992

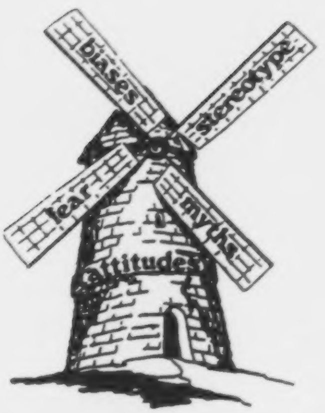
8:00 a.m. - 8:30 a.m.	**Registration**
8:30 a.m. - 8:40 a.m.	**Welcome & Introductions** *Jim Swain--DEAN President *Bob Dremann--FEB
8:40 a.m. - 10:00 a.m.	**Americans with Disabilities Act Presentation** *Dr. Agapito Mendoza--UMKC Assist. to the Vice Chancellor
10:00 a.m. - 10:15 a.m.	**Break**
10:15 a.m. - 11:45 a.m.	**Windmills Presentation** *Christy Watson & Janell Mallein-Skinner--Vocational Specialists Rehabilitation Institute
11:45 a.m. - 1:00 p.m.	**Lunch/Set-up Booths**
1:00 p.m. - 4:00 p.m.	**Job Fair**

Co-sponsored by the Disability Employment and Awareness Network (DEAN), the Federal Executive Board (FEB), and the Hyatt Regency Crown Center.

THANK YOU FOR ATTENDING

WINDMILLS

An Attitudinal Training Program Relative to Working with the Disabled



What is "Windmills"?

Windmills is a powerful, highly participative attitudinal training program widely utilized and proven successful with more than half of the Fortune 500 companies in North America. Windmills was completed as a collaborated effort with business, labor, government and the disabled community. The purpose of this popular training program is to eliminate the fears, biases and myths which create barriers to hiring and working with people with disabilities. The program provides special advantages to organizations who wish to take a proactive stance in anticipation of the Americans with Disabilities Act.

How Can The "Windmills" Program Help My Company?

Many companies would like to employ disabled persons and need to objectively demonstrate that commitment relative to the ADA. The Windmills training provides an honest, open forum for participants to identify and deal with their personal biases which enables them to more effectively implement organizational policies reflective of the ADA. Studies show that organizations using Windmills find an increase in hiring people with disabilities within 45 days, with an overall increase of about 10%.

How Is Windmills Designed?

The Windmills program is a training course for middle management, personnel and first line supervision.

The modules used consist primarily of exercises that pertain to the everyday world of work. Participants can relate to the training and incorporate what they have learned into their jobs. As a result, participants often become advocates in hiring applicants with disabilities after training.

Training is generally delivered in half day or full day sessions, and can be provided on your workplace, usually for groups between 20-40 staff. If your management team is small, you may take advantage of regional Windmills conferences regularly scheduled by Employer Health Services(EHS).

Who Leads Windmills and How Do I Learn More?

Employer Health Services has recruited several experienced Windmills instructors from the Rehabilitation Institute, which is also a member of Health Midwest. Together, EHS and the Institute can prepare your organization for the ADA.

For more information, contact the EHS Corporate Office at 816-276-9223.

Windmills is provided as a service of The Rehabilitation Institute and Employer Health Services, both members of Health Midwest.
[illegible]

PENN VALLEY
COMMUNITY
COLLEGE
PUBLIC INFORMATION OFFICE
3201 SOUTHWEST TRAFFICWAY
KANSAS CITY, MO 64111
(816) 932-7625

NEWS RELEASE

Aug. 24, 1992

FOR IMMEDIATE RELEASE CONTACT: Joanie Friend
932-7600, x 726

SEMINAR TO FOCUS ON AMERICANS WITH DISABILITIES ACT ISSUES

A cultural awareness seminar for Kansas City area employers focusing on issues related to the Americans with Disabilities Act (ADA) will be held from 8 a.m. to 2 p.m. Tuesday, Sept. 15 at Penn Valley Community College, 3201 Southwest Trafficway.

The ADA provides a clear and comprehensive national mandate to end discrimination against persons with disabilities. This seminar will provide employers with the tools and techniques to be proactive in hiring and accommodating persons with disabilities.

There are 43 million Americans with disabilities, according to the ADA, and the seminar, "Attitudes: The Invisible Barrier/Beyond the ADA, is designed to increase the comfort level of employers so that they can tap into that pool of potential workers.

The seminar is recommended for CEOs, human resource managers, and managers responsible for employment and employee training and supervision.

Presenters and panelists will represent a number of local employers including Hallmark, United Missouri Bank and the Hyatt Regency Hotel.

-MORE-

AMERICANS WITH DISABILITIES ACT SEMINAR--ADD 2

The seminar sponsors are Project Equality, Inc., the WHOLE PERSON, Inc., and the Work Ability Program of the Metropolitan Community College District.

The $60 registration fee includes continental breakfast, lunch and breaks. To register by phone call 361-9222.

###

Your most able employee could be someone with a disability. Hire one of our student interns.

Too many job applicants are handicapped where it really counts: work ethic, enthusiasm, productivity or talent.

As a result, it's hard to find the good people you need.

We can help. Through a Metropolitan Community Colleges program called Work Ability, some of the best and brightest workers you'll ever meet are available for internships.

They just happened to have a disability.

Give experience.
Get excellence.

If you've never hired an intern before, it's time you did. Your investment in training is more than rewarded by the work they do for you. And an intern's enthusiasm is catching. They add new energy wherever they go.

They are a valuable asset to any company.

Try before you buy.

Through Work Ability, you'll have a sure way to find the qualified, educated employees you need.

We send you interns who fit that description and you evalute them without a long-term commitment. If you like their work, hire them; if not, don't.

The bottom line? You cut the cost and hassle of recruitment and reduce employee turnover

You may also qualify for a Targeted Jobs Tax Credit which can provide up to $3000 in tax credits for each Work Ability student you train.

Beyond that, Work Ability also gives you the satisfaction of helping students take the first step on the path to successful careers.

Awareness training.

Now that the Americans with Disabilities Act has passed, smart companies are taking steps to learn more about it.

If you hire an intern through Work Ability, we will provide awareness training for your company. This can range from simple consultations on providing accessibility for people with a disability to presentations to increase company awareness of their needs.

How the program works.

Students who have completed one semester of study toward their vocational goal are eligible for this program. Our Career Development Coordinators assist them in establishing goals and objectives for internships and make the appropriate employer-intern match.

All you have to do is hire a student for a semester or two, show him or her the ropes, assign appropriate work, supervise progress and complete an Employer Survey and Intern Evaluation form.

We'll use this form and any other input you provide to adjust our training so you can be sure of getting even more qualified students in the future.

Put Work Ability to work.

If you're looking for productive employees, start with Work Ability. Our students are ready, willing and able. To learn more, send us the attached business reply card, or call us direct at **(816) 759-4153**

WORK ABILITY

A program of the Metropolitan Community Colleges
PENN VALLEY • MAPLE WOODS • LONGVIEW

For information, contact:
Career Development Coordinator, Work Ability Program

Tell me more.

In addition to internships, Work Ability also provides disability training seminars. To learn more about Work Ability, check all the interests that apply below and we'll give you a call.

____ Making my company an internship site.

____ Being a mentor to an intern.

____ Attending an employer awareness training seminar.

NAME ____________________

TITLE ____________________

COMPANY ____________________

ADDRESS ____________________

CITY, STATE, ZIP ____________________

PHONE ____________________

Please clip out and mail to:
CAREER DEVELOPMENT COORDINATOR
WORK ABILITY PROGRAM
3201 Southwest Trafficway, Kansas City MO 64111

For information, call us at:
(816) 759-4153 • Fax (816) 561-5914

WORK ABILITY is an equal opportunity service funded by the U.S. Dept. of Education

An Equal Opportunity/Affirmative Action Employer

Ready, willing and able.

Presenters on Disabilities will:
- Describe proper terminology
- Dispell myths
- Illustrate assistive devices
- Discuss disability etiquette

Presenters:

Suzie Haake, Hallmark Cards
Past President, The WHOLE PERSON
Keynote Presentation

John Halverson, Regional Manager
Office for Civil Rights, Region VII,
Department of Health & Human Services

Dick Hosty, Independent Living Specialist
The WHOLE PERSON

Karen Sprague, Volunteer
The WHOLE PERSON

Marjorie Yates, Executive Director
Housing Authority, City of Liberty, MO

Employer Panel will discuss:
- Interviewing Tips
- Accommodations Arrangements
- Employee Relations
- Making the Workplace Comfortable

Panelists:

Ray Fuller,
Assistant Director of Human Resources
United Missouri Bank

Mike Nichols,
Director of Human Resources
Monogram Retailer Credit Services

Kim Rose,
Director of Human Resources
Hyatt Regency Hotel

Sponsored By

Project Equality, Inc.
816/361-9222

Is a national interfaith program for affirmative action to achieve equal employment opportunity.

The WHOLE PERSON, Inc.
816/361-0304 (Voice/TDD)

Assists people with disabilities to live independently and encourage change within the community to expand opportunities for independent living.

Work Ability Program
816/932-7600 Ext. 726
Metropolitan Community Colleges

Work Ability Program is a federally funded career planning and placement program for students with disabilities at the MCC.

Resource Tables Provided By:

Assistive Technology, UMKC
Blind Focus
Blind Sight
Disability Employment Awareness Network (DEAN)
U. S. Equal Employment Opportunity Commission (EEOC)
MS Society
TAPS (Epilepsy)
Vocational Rehabilitation
Transition Living Community

ATTITUDES : The Invisible Barrier

Beyond the Americans with Disabilities Act

MOBILITY
VISUAL
HEARING
L D
LEARNING DISABILITIES

A Cultural Awareness Seminar
for Kansas City - Area Employers
September 15, 1992

Who Should Attend

- Chief Executive Officers
- Human Resource Managers
- Managers responsible for employment, training and supervision of employees.

The Issues

- The ADA became effective July 26, 1992 for employers with 25 or more employees.
- 1991 Harris Poll reported 78% of respondents saw people with disabilities as an "underused potential" in the American workplace.
- Nine out of ten said "society will benefit from having disabled people becoming more productive and contributing to the economy rather than receiving welfare payments.

Statistics

- According to the Americans with Disabilities Act there are 43 million Americans with disabilities.
- 1986 Harris Poll reported two out of three people with disabilities are not working and of those, two out of three want to work.

Goals

- Increase your comfort level in working with people with disabilities.
- To discover or strengthen recruitment strategies and develop resources for accommodation.
- To foster business relationships between employers and employees with disabilities.

Date: *Tuesday, September 15, 1992*
Time: *8 a.m. - 2 p.m.*
Location: ***Penn Valley Community College***
3201 Southwest Trafficway
Kansas City, MO
Registration Fee: *$60*

(Fee includes continental breakfast, lunch and breaks)
To register by phone, call Project Equality, 361-9222

Program

8:00	Registration-Continental Breakfast
8:30	Welcome & Keynote Presentation
8:45	Film "Nobody's Burning Wheelchairs"
9:00	Individuals share their personal experience with the following disabilities: Hearing Impaired Visually Impaired Speech Impaired Mobility Impaired Mental Illness Learning Disability
10:00	Break
10:15	Individual presentations continued.
11:15	Panel of Employers share their hiring strategies and provide interviewing tips.
12:00	Join the presenter of your choice for further discussion during lunch.
12:30	Local Resource Tables will be provided to gather information from areas: Placement Agencies Support Groups Accommodation/Technology Resources.
2:00	Adjourn

The key to successful implementation of the ADA is Education not Litigation. "Clearly, familiarity breeds empathy, an understanding, a sense of equality. Lack of familiarity breeds concerns and doubts." (1991 Harris Poll)

This workshop is designed to increase your comfort level so that you can tap into the pool of 43 million Americans with disabilities.

The ADA provides a clear and comprehensive national mandate to end discrimination against persons with disabilities. Often discrimination occurs out of lack of information. This seminar will provide employers with the tools and techniques to be proactive in hiring and accommodating persons with disabilities.

You'll learn accommodation strategies with regard to specific types of disabilities. Employers will share their experiences in hiring employees with disabilities. It's an excellent opportunity to develop business ties with a community that's ready to work with you to build a better community.

Planning Committee:

Gretchen Blythe
Work Ability Program MCC
Maurice E. Culver
Project Equality, Inc.
Joanie Friend
Work Ability Program MCC
Shannon Jones
The Whole Person Inc.

Tips on Interviewing Applicants With Disabilities

Illegal Questions	Aceptable Options
Do you have a heart condition? Please list any diseases you have had in the last 2 years. Have you ever filed a worker's compensation claim?	Can you work outside for 8 hours a day in any weather?
Do you have a visual impairment? Do you wear contact lens?	Can you use a word processor?
What is the extent of any disability you may have? Have you ever sought treatment from a psychiatrist or psychologist? Do you have any health problem that might hamper your ability to do this job?	Can you perform the essential functional of the job?
How often will you require leave for treatment of your disability?	The attendance requirements for this position is ___; will you be able to meet them?

The ADA prohibits an employer from asking a job applicant about the nature or severity of a disability. An employer may ask an applicant to describe or to demonstrate how the applicant will be able to perform job-related functions, with or without reasonable accommodation.

If the known disability may interfere with the performance of a job-related function this request does not have to be made of all job applicants. But if the known disability of an applicant will not interfere with a job-related function, the employer must make the request of all applicants.

Don't start the interview by trying to elicit the applicant's needs for accommodation. The first part of the interview should focus on whether the candidate is otherwise qualified for the job in question. Focus on the applicant's ability and then the disability only if it is job-related.

Interviewing an Applicant with a Disability

1. Always offer to shake hands.
2. Make appropriate eye contact; don't stare.
3. Treat the applicant as you would any other adult. Do not be patronizing.
4. If you feel it appropriate, offer the applicant assistance
5. If you know in advance that an applicant has a particular disability, try to get some information about the disability before the interview.
6. Whenever possible, let the applicant visit the actual work station.

Interviewing an Applicant Who Uses a Wheelchair

1. Don't lean on the wheelchair.
2. Make sure you get on the same eye level with the applicant if the conversation lasts more than a couple of minutes.
3. Don't push the wheelchair unless asked to do so.
4. Keep accessibility in mind. (Is that chair in the middle of your office a barrier to a wheelchair user? If so, move it aside.)
5. Don't be embarrassed to use such phrases as "Let's walk over to the plant."

Interviewing an Applicant Who Is Mentally Retarded

1. Use simple language, but don't resort to "baby talk."
2. When giving directions or instructions, proceed slowly.
3. Limit the number of directions.
4. Ask the applicant to summarize the information you have given to make sure it was understood.

Communication Tips

What do you see first?

- *The wheelchair?*
- *The physical problem?*
- *The person?*

If you saw a person in a wheelchair unable to get up the stairs into a building, would you say "there is a handicapped person unable to find a ramp"? Or would you say "there is a person with a disability who is handicapped by an inaccessible building"?

What is the proper way to speak to or about someone who has a disability?

Consider how you would introduce someone — Jane Doe — who doesn't have a disability. You would give her name, where she lives, what she does or what she is interested in — she likes swimming, or eating Mexican food, or watching Robert Redford movies.

Why say it differently for a person with a disability? Every person is made up of many characteristics — mental as well as physical — and few want to be identified by their ability to play tennis or by their love for fried onions or by the mole that's on their face. Those are just parts of us.

In speaking or writing, remember that children or adults with disabilities are like everyone else — except they happen to have a disability. Therefore, here are a few tips for improving your language related to disabilities.

1. Speak of the person first, then the disability.
2. Emphasize abilities, not limitations.
3. Do not label people as part of a disability group — don't say "the disabled," say "people with disabilities."
4. Don't give excessive praise or attention to a person with a disability; don't patronize them.
5. Choice and independence are important; let the person do or speak for him/herself as much as possible; if addressing an adult, say "Bill" instead of "Billy."
6. A disability is a functional limitation that interferes with a person's ability to walk, hear, talk, learn, etc; use handicap to describe a situation or barrier imposed by society, the environment of oneself.

Say . . .	Instead of. . .
person with a disability	disabled or handicapped person
person with cerebral palsy	palsied, CP, spastic
person who has . .	afflicted, suffers from, victim
without speech, nonverbal	mute or dumb
developmental delay	slow
emotional disorder, or mental illness	crazy or insane
deaf or hearing impaired and communicates with sign	deaf and dumb
uses a wheelchair	confined to a wheelchair
person with retardation	retarded
person with epilepsy	retarded epileptic
with Down Syndrome	mongoloid
has a learning disability	is learning disabled
nondisabled	normal, healthy
has a physical disability	crippled
congenital disability	birth defect
condition	disease (unless it is a disease)
seizures	fits
cleft lip	hare lip
mobility impaired	lame
medically involved, or has chronic illness	sickly
paralyzed	invalid or paralytic
has hemiplegia (paralysis of one side of the body)	hemiplegic
has quadriplegia (paralysis of both arms and legs)	quadriplegic
has paraplegia (loss of function in lower body only)	paraplegic
of short stature	dwarf or midget

1989, PACER Center, Inc., 4826 Chicago Ave. S., Minneapolis, MN 55417-1055; (612) 827-2966. Reprinted from the June 1989 PACER Center *Early Childhood Connection* and September 1989 PACER Center *PACESETTER*.

Agenda

8:00 **REGISTRATION** - Continental Breakfast

8:30 **WELCOME & KEYNOTE PRESENTATION**
Maurice E. Culver - Project Equality Inc.
Suzie Haake - Hallmark Cards, Inc.

8:45 **FILM** "Nobody's Burning Wheelchairs"

INDIVIDUAL PRESENTATIONS ON DISABILITIES
9:15 Marjorie Yates - Liberty Housing Authority - Hearing Impairments and Deafness
9:30 Dick Hosty - The Whole Person - Speech Impairments

10:00 **BREAK**

10:15 Sandy Halverson - State Services for the Blind - Blindness & Low Vision
Rebekah Dyer - Admissions - Penn Valley Community College Learning Disabilities

10:45 Vance Bradford - Transitional Living Consortium - Mental Illness.

11:15 **EMPLOYER PANEL** - Hiring Strategies
- Ray Fuller - United Missouri Bank
- Mike Nichols - Monogram Retailer Credit Services
- Kim Rose - Hyatt Regency Hotel

12:00 **LUNCH** - A Completed Evaluation form is your ticket to lunch in CC-502

12:30 **RESOURCE TABLES** - **Blindsight Inc., E.E.O.C, Missouri Division of Vocational Rehabilitation, Multiple Sclerosis Society, Transitional Living Consortium, Missouri Assitive Technology, Disability Employment and Awareness Network, Great Plains Disability Business Technical Assistance Center.**

Ten Dos and Don'ts
When You Meet a Person with a Disability

1 Offer assistance as you would to anyone else; for example, to push a wheelchair or to guide a blind person. The person will indicate whether or not help is needed, and "No, thank you" must be respected. Most people with disabilities will not hesitate to ask for help and will be specific as to how it should be given; for example, blind persons usually prefer to take your arm rather than to have you grab theirs.

2 Noticing an obvious disability is not rude; however, asking personal questions about it is inappropriate.

3 Always talk directly to a disabled person rather than to the person who may be accompanying him or her. Never talk about a disabled person to the person he or she is with as if the person does not exist. This includes an interpreter for a deaf person.

4 Do not be concerned if you use the words walking or running when talking to a person in a wheelchair, or "Do you see?" when talking to a blind person. People with disabilities use these words themselves and think nothing of it.

5 Do not avoid using words like blind or deaf when associating with people with these disabilities. Disabled people know that they have them and do not need to be shielded from the facts.

6 When talking with a person in a wheelchair for any length of time it is better to sit down in order to be at the same eye level. It is very tiring for a person to look up for a long time.

7 Be sensitive to architectural barriers in your facility. Be aware of federal and state laws that may apply to eliminating architectural barriers in your establishment. Everyone must be concerned and alert to this very real problem.

8 Remember that if a person does not turn around in response to a call, it may be that he or she is deaf. A light tap on the shulder to get a person's attention makes sense.

9 Never gesture about a blind person to someone else who may be present. This will inevitably be picked up and make the person who is blind feel that you are "talking behind his or her back."

10 Lip reading by deaf persons can be aided by being sure that the light is on your face and not behind you, and by taking all obstructions such as pipes, cigarettes or gum out of the mouth, keeping the lips flexible, and speaking slowly. Additional communication includes body language, pantomime and gestures of all kinds, and written communication if necessary.

Adapted from *Serving Disabled People: An Information Handbook for Libraries*, Ruth Velleman

The Whole Person Inc.

March 5, 1993

Dear Human Resources Manager,

The Disability Employment and Awareness Network and the Federal Disabled Employees' Council invite you to participate in the Fifth Annual Job Fair for persons with disabilities.

The fair will be held from 8:30 a.m. to 3:30 p.m., Friday, April 16, 1993, at the Hyatt Regency Crown Center Hotel, 2345 McGee, Kansas City, MO. Registration and breakfast begins at 8:00 a.m. The attached registration form outlines several options for this year's event.

We're excited to feature Geri Jewell as keynote speaker for the morning training session. Jewell is the first person with a disability to become a regular performer on a television situation comedy. We're also pleased to present an informative session on job accommodations at the workplace. The fee of $25 per person includes the morning session and breakfast.

The afternoon is reserved for the job fair, which begins at 12:30 p.m. During that time, employers can interview applicants and collect resumes. The job fair registration fee of $50 per company includes breakfast, morning session, lunch for one person, a booth, and an electrical outlet. Additional registration's for other company representatives are available for a pre-paid fee of $15 per person. If your company representatives attend the morning session and participate in the afternoon job fair, they will only pay $50.

Our 1992 fair attracted many applicants and employers. We hope you'll join us on April 16 and encourage you to bring plenty of applications. Space is limited--please register early. The registration deadline is March 31.

If you have questions, or need more information on this year's event, call Job Fair Co-Chairpersons Gretchen Blythe, (816) 759-4152, or Michele Ohms, (816) 737-2404.

Sincerely,

Gretchen Blythe Michele Ohms

1993 DEAN/FDEC
FIFTH ANNUAL JOB FAIR
HYATT REGENCY HOTEL
APRIL 16, 1993

Geri Jewell, known to millions across America as "Cousin Geri" on NBC's "The Facts of Life," will be the keynote speaker for this year's event. An exceptional actress, comedienne, and motivational speaker, Jewell challenges audiences to new and healthier ways of perceiving themselves, others, and the world around them.

MORNING TRAINING SESSION -- $15.00 (includes breakfast). Special rate for DEAN/FDEC.

8:00 - 8:30	Registration
8:30 - 8:45	Welcome
8:45 - 9:45	"A Celebration of Abilities" by Geri Jewell
9:45 - 10:00	Break
10:00 - 11:30	Job Accommodation and the ADA
11:30 - 12:30	Lunch (on your own)
12:00 - 12:45	Geri's presentation for job seekers
12:30 - 3:30	JOB FAIR

Questions call: Gretchen Blythe, 759-4152 or Michele Ohmes, 737-2404.

REGISTRATION DEADLINE IS APRIL 9, 1993.

Return this portion to:

DEAN JOB FAIR
3011 BALTIMORE
Kansas City, MO 64108-3465

Check enclosed ___ Please invoice my company ___ Purchase order enclosed ___

MAKE CHECK(S) PAYABLE TO: DEAN

AGENCY: ______________________

CONTACT PERSON: ______________________

ADDRESS: ______________________

CITY, STATE & ZIP: ______________________

NUMBER OF PERSONS ATTENDING ___ X $15.00 = _____ TOTAL AMOUNT DUE.

I require an accommodation (interpreter, braille program, etc.) ______________________

THE METROPOLITAN COMMUNITY COLLEGES
ADMINISTRATIVE OFFICES · 3200 BROADWAY · KANSAS CITY MO 64111-2429 · (816) 759-1000 · FAX (816) 759-1158

September 24, 1993

For Immediate Release

Contact: Joanie Friend (816) 759-4154

The Metropolitan Community Colleges Co-Sponsor Two Seminars During Disability Employment Awareness Month

The Metropolitan Community Colleges (MCC) will co-host a workshop, *Workers Compensation Cost Containment and the Americans With Disabilities Act* (ADA), from 2 to 4:30 p.m. on October 19. The workshop is co-sponsored by the Human Resources Management Association.

The workshop addresses the implications of the employment provisions of the ADA for injured workers. Topics covered in the workshop include knowing how a workers compensation case turns into an ADA case, reducing litigation, understanding safety and medical reporting requirements, providing reasonable accommodation for injured workers and preparing worker compensation plans for the ADA.

"This is something that can save employers money. By accommodating injured employees, they can reduce their workers compensation costs," explains Joanie Friend, WorkAbility project director at MCC.

-more-

Richard Pimentel, a nationally renowned expert in both ADA and workers compensations issues, will present the workshop, held in conjunction with Disability Employment Awareness Month.

Pimentel is senior partner at Milt Wright and Associates and the author of several books including *The Americans with Disabilities Act: Making the ADA Work For You* and *The Windmills Program*, a training program focusing on changing attitudes toward employment of persons with disabilities.

In addition, the *Impact of ADA on Job Placement* will be featured at a Penn Valley "Brown Bag" seminar, co-sponsored by the Western Missouri Valley Chapter of the National Rehabilitation Association. The seminar will be from 11:30 a.m. to 1 p.m. on October 19, and will also feature Pimentel.

The Workers Compensation Cost Containment seminar will be held at Waddell and Reed, 6300 Lamar, Shawnee Mission, Kansas. The cost is $45. The Impact of ADA seminar will be held at Penn Valley Community College, 3201 Southwest Trafficway, Kansas City. The cost is $5. Pre-registration is required for both seminars. For additional information contact the MCC WorkAbility project at 759-4153.

-30-

WORKERS COMPENSATION COST CONTAINMENT & THE ADA

Tuesday, October 19, 1993 • 2:00 to 4:30 p.m.

Moderators:

David Wood,
Human Resources Consultant
Defrain Mayer, Inc.,
Joanie Friend, Work Ability
Project Director
Metropolitan Community Colleges

Presenter:

Richard Pimentel,
Senior Partner
Milt Wright and Associates

This workshop is for employers who are concerned about the rising costs and increased incidence of workers compensation claims. It also addresses the implications of the employment provisions of the ADA for injured wrokers and includes proven methods to turn ADA complicance into a profit center through workers compensation savings.

Richard Pimentel is a nationally renowned expert in both the ADA and workers compensation issues. He is co-author of one of the best selling books and videos on the ADA- *The Americans with Disabilities Act: Making the ADA work for You.* Mr. Pimentel will deliver a practical and informative presentation in his uniquely entertaining style.

Topics covered in this workshop include:

- Knowing how a workers compensation case turns into an ADA case
- Five ways to reduce workers compensation litigation
- Safety issues and direct threat
- New standards in medical reporting requirements
- Providing reasonable accommodation for injured workers
- A step-by-step plan for preparing your workers compensation system for the ADA

Since the ADA went into effect in July, 1992, up to 85% of ADA cases filed with the EEOC have resulted from existing employees. This workshop will give your company the tools necessary to ensure that you are aware of and can manage costly workers compensation/ADA claims.

LOCATION: Waddel and Reed, 6300 Lamar, Shawnee Mission, Kansas

COST: $45.00 Please make check payable to HRMA

REGISTRATION: Send your name, title, organization, address and phone number to HRMA of Greater Kansas City, Att. Jan Burchett, 3101 Broadway, Suite 585, Kansas City, Missouri 64111

Questions? Call Joanie Friend 759-4154

DISABILITY EMPLOYMENT AND AWARENESS NETWORK

PRESENTS:
EMPLOYER TRAINING AND JOB FAIR
WEDNESDAY, MARCH 16, 1994
PENN VALLEY COMMUNITY COLLEGE

AGENDA

8:00 - 8:30	Registration and Continental Breakfast Campus Center - Rm. 502
8:30 - 8:45	Welcome and Introductions, Nicole Kuzila, Helping Hand of Goodwill Ind., Dean President
8:40 - 9:45	The Mad Hatters
9:45 - 10:00	Break
10:00 - 11:30	The Mad Hatters continued
11:30 - 12:30	Lunch for Employers Cafeteria - Zero (0) Level of Campus Center
12:30 - 3:30	JOB FAIR Gymnasium - Physical Education Bldg.

ACKNOWLEDGEMENTS

SPECIAL THANKS for making this event possible goes to:
Allied-Signal, Hewlett-Packard Co., and the Penn Valley Workability Program

Other Support Provided by:

- A Winning Connection
- Blindsight
- Job Accommodation Network
- Mo. Vocational Rehabilitation

THE METROPOLITAN COMMUNITY COLLEGES
ADMINISTRATIVE OFFICES · 3200 BROADWAY · KANSAS CITY MO 64111-2429 · (816) 759-1000 · FAX (816) 759-1158

Dear Small Business Owner:

The Americans with Disabilities Act (ADA) prohibits employers from discriminating against qualified individuals because of a disability. As of July 26, 1994 the employment provisions of ADA now applies to businesses with 15 or more employees. You probably think you can't afford this, but we can help.

Find out if your company is in compliance with the law. Get answers to all of your questions by attending a Breakfast Workshop on this issue.

ADA: COMPLIANCE ON A SHOESTRING

A Seminar on How Small Businesses Can Successfully Address the Americans with Disabilities Act (ADA)

Date and Time	**Location**	**Fee**
September 27, 1994 7:30 to 9:30 a.m.	Rockhurst College 52nd and Troost Massman Hall	$5.00 Continental Breakfast

What You'll Learn

How to review your employment practices and procedures to assure that your company is meeting the intent of the ADA act.

How to review and evaluate your workplace and interview sites for accessibility.

Where to find low cost resources to comply with the ADA.

Who Should Attend

Owners, managers, and human relations personnel in small business and companies expecting to grow.

Complete enclosed registration card and mail by September 23.

This program is sponsored by the Rockhurst College Missouri Small Business Development Center and the WorkAbility Project at the Metropolitan Community College.

Small Business Development Centers are partially funded by the U.S. Small Business Administration under cooperative Agreement No. 4-7770-0026-06. WorkAbility is funded with a grant from the U.S. Department of Education No. 84.078C. The support given by the SBA and DOE through such funding does not constitute an express or implied endorsement of the co-sponsors or participants opinions, products or services. Programs are non-discriminatory and reasonable accommodations will be made, upon request, for persons with disabilities.

COMMUNITY COLLEGES: Longview • Maple Woods • Penn Valley
An Equal Opportunity/Affirmative Action Employer

Rockhurst College Small Business Development Center
and
The Metropolitan Community Colleges

Present

ADA: Compliance on A Shoestring
Tuesday, September 27, 1994
Rockhurst College Formal Dining Room
Massman Hall

AGENDA

7:30 a.m.	Welcome and ADA Overview Jackie Goshon, Lead Coordinator Rockhurst Small Business Development Center Joanie Friend, WorkAbility Project Director Metropolitan Community Colleges
7:45	"Making the ADA Work for You" - 20 minute Video Milt Wright & Associates, Northridge, California
8:15	Local Resources for Adaptive Technology David Baker, Director, Center for Assistive Technology
8:25	ADA Employment Issues for Small Businesses John Moseley, Community Coordinator The Great Plains ADA Project, Columbia, Missouri
9:30	Adjourn

Small Business Owner: Are You Ready for the ADA?

About the law...

The Americans with Disabilities Act (ADA) extends to people with disabilities civil rights similar to those available to other Americans. Title I of the act prohibits discrimination in employment on the basis of disability.

Familiarity with the ADA will help owners and operators of small businesses use their knowledge of the law to advantage in finding, interviewing and hiring qualified people with disabilities.

On July 26, 1992, the employment provisions (Title I) of the Americans with Disabilities Act became effective for all employers with 25 or more employees.

On July 26, 1994, this law becomes effective for all employers with 15 or more employees.

The President's Committee on Employment of Persons with Disabilities designed a pamphlet to provide small businesses with a checklist of recommended employment practices that effectively support implementation of the ADA. The questionnaire was prepared by the Employer Committee of the President's Committee on Employment of persons with Disabilities.

The questions below, based on successful employment practices identified by the President's Committee, are designed to help small businesses determine if they understand the intent and provisions of ADA.

Test Your Knowledge

- Do you provide information to job applicants and current employees about their rights under ADA?
- Have you informed managers and supervisors about their responsibilities under ADA?
- Do you recruit from non-traditional sources, including organizations that serve people with disabilities?
- Have you reviewed your employment practices and procedures to assure that they do not discriminate against applicants or employees with disabilities?
- Are your interview sites and workplace facilities accessible to people with disabilities?
- Do you provide reasonable accommodations for applicants during the selection process, and for employees as needed?
- Can you identify the essential functions of your jobs, and do your interview questions focus on the applicant's ability to perform them?
- Do you administer medical examinations only after an offer of employment is made?
- If you have medical records, do you keep them in separate, confidential files?
- If you have collective-bargaining agreements, do they support ADA implementation?
- Do you involve employees with disabilities in social and recreational activities?
- Is your employee-benefits program accessible to all employees?

Source: Presidents Committee on Employment of People with Disabilities

BEST COPY AVAILABLE

Key Concepts Your Small Business Needs to Know About Implementing the Americans with Disabilities Act

The Americans with Disabilities Act (ADA) prohibits discrimination against people with disabilities in areas such as employment and public accommodations. But not every business and employer is covered by ADA's rules.

Since July of 1992, employers with 25 or more employees cannot discriminate in hiring and other job practices. *Beginning July of 1994, employers with 15 or more employees are covered by ADA.*

Key Elements of Title I of the Law

"Disability" Defined

A person who:

- has a physical or mental impairment which substantially limits a major life activity
- has a record of such impairment
- is regarded as having such impairment

"Major Life Activities" Defined

- Seeing
- Hearing
- Walking
- Caring for Oneself
- Learning
- Breathing
- Working

"Physical or Mental Impairment" Defined

Physiological disorder or condition, cosmetic disfigurement, or anatomical loss. Mental or psychological disorder, such as mental retardation, emotional or mental illness, specific learning disabilities.

Includes:

- cerebral palsy
- muscular dystrophy
- AIDS
- heart disease
- epilepsy
- multiple sclerosis
- cancer
- diabetes

Does not include:

- minor or trivial impairments
- simple physical characteristics
- environmental or cultural disadvantages
- current illegal use of drugs
- transvestism
- homosexuality
- sexual behavior disorders
- compulsive gambling
- kleptomania
- pyromania

"Qualified Individual with a Disability" Defined

A person must be a "qualified" individual with a disability to be protected under the ADA. A qualified individual with a disability is a person who:

- satisfies the requisite skills, experience, education and other job-related requirements of the position
- can perform the essential functions with or without a reasonable accommodation

"Essential Function" Defined

The essential job functions are those tasks and responsibilities which are central to the position, not marginal.

Factors to consider:

- the position exists to perform the function
- a limited number of employees are available among whom the performance of the job function can be distributed
- a function is highly specialized so that a person is hired for his/her expertise or ability to perform that function

"Reasonable Accommodation" Defined

- A reasonable accommodation is any change in the work environment or the ways things are customarily done which allow an individual with a disability equal employment opportunity. Reasonable accommodations must be provided:
- during the job application and interview process;
- at the work place, when the employee performs the job tasks; and
- for any benefits and privileges of the job.

A reasonable accommodation may include:

- making existing facilities used by employees readily accessible to and usable by persons with disabilities;
- job restructuring, modifying work schedules, reassignment to a vacant position;
- acquiring or modifying equipment or devices, adjusting or modifying examinations, training materials, or policies, and providing qualified readers or interpreters, and other similar accommodations for individuals with disabilities.

Steps for identifying a reasonable accommodation:

1. Identify the barriers to performance.
2. Identify possible accommodations.
3. Assess the reasonableness of the accommodation.
4. Choose an appropriate reasonable accommodation.

An employer is required to make an accommodation to the known disability of a qualified applicant or employee if it would not impose an undue hardship on the operation of the employer's business.

"Undue Hardship" Defined
Undue hardship is defined as an action requiring significant difficulty or expense when considered in light of factors such as the employer's size, financial resources, and the nature and structure of the operation.

Factors to be considered in determining whether an accommodation would cause an undue hardship:
- nature and cost of the accommodation
- the resources and size of the business as a whole and of the facility making the accommodation;
- the type of business operation, function, and structure of the workforce and;
- the impact that the accommodation would have on the facility making it or on the business as a whole.

Job Recruitment & Interviewing

How to Announce a Position Opening

It is advisable that job announcements, advertisements, and other recruitment notices include information on the essential functions of the job. Specific information about essential functions will attract qualified applicants, including individuals with disabilities. It is recommended that employers include a statement such as: "We are an Equal Opportunity Employer. We do not discriminate on the basis of race, religion, color, sex, age, national origin or disability." Send announcements to disability-related organizations and agencies.

How Can I Make Information on Job Openings Accessible to People with Different Disabilities?

An employer is not obligated to provide written information in various formats in advance, but should make it available in an accessible format on request.

- Job information should be available in a location accessible to people with mobility impairments.
- A TDD (telecommunication device for the deaf) number should be listed if only a telephone number is included in an advertisement, unless a telephone relay has been established.
- Large print job information should be available to persons with visual impairments.
- Information can be recorded on a cassette or read to applicants with more severe vision impairments and those who have other limited reading abilities.

What Questions Are Allowed on Application Forms?

An employer may ask questions to determine whether an applicant can perform specific job functions. The questions should focus on the applicants ability to perform the job, not on disability. For example: An employer could attach a job description to the application form with information about specific job functions, or they could describe the functions. The applicant could be asked: *Are you able to perform these tasks with or without an accommodation?* If the applicant indicates that s/he can perform the tasks with an accommodation, s/he may be asked: *How would you perform the tasks, and with what accommodation(s)?*

However, the employer must keep in mind that it cannot refuse to hire a qualified individual with a disability because of this persons need for an accommodation that would be required by the ADA.

What Questions May Not be Asked on a Job Application Form?

A review of job application forms should be a priority to eliminate any questions related to disability.

Do Not Ask any of the following:

- Have you ever had or been treated for any of the following conditions or diseases?
- Please list any conditions or diseases for which you have been treated in the past 3 years.
- Have you ever been hospitalized? If so, for what?
- Have you ever been treated by a psychiatrist or psychologist? If so, for what condition?
- Have you been treated for a mental condition?
- Is there a health-related reason you may not be able to perform the job for which you are applying?
- Have you had a major illness in the past 5 years?
- How many days were you absent from work because of illness last year?

  Pre-employment questions about illness may not be asked because they may reveal the existence of a disability. However, an employer may provide information on its attendance requirements and ask if an applicant will be able to meet these requirements.
- Do you have any physical defects which preclude you from performing certain kinds of work? If yes, describe such defects and specific work limitations.

- Do you have any disabilities or impairments which may affect your performance in the position for which you are applying?

  This question should not be asked even if the applicant is requested in a question to identify accommodations that would enable job performance. Inquiries should not focus on an applicant disabilities. Applicant may be asked about ability to perform specific job functions, with or without a reasonable accommodation.
- Are you taking any prescription drugs?

  Questions about use of prescription drugs are not permitted before a conditional job offer, because the answers to such questions might reveal the existence of certain disabilities which require prescribed medication.
- Have you ever been treated for drug addiction or alcoholism?

  Information may not be requested regarding treatment for drug or alcohol addiction, because the ADA protects people addicted to drugs who have been successfully rehabilitated, or who are undergoing rehabilitation, from discrimination based on drug addiction.
- Have you ever filed for workers compensation insurance?

  An employer may not ask about an applicants workers compensation history at the pre-offer stage, but may obtain such information after making a conditional job offer. Such questions are prohibited because they are likely to reveal the existence of a disability. In addition, it is discriminatory under the ADA not to hire an individual with a disability because of speculation that the individual will cause increased workers compensation costs.

What you can't ask in an interview?

The following questions are illegal:

Do you have children?

Are you married?

- Are you pregnant?
- Are you planning to have children?
- Do you have plans to retire?
- When were you born?
- What is your religion?
- What race are you?
- What kind of name is that?
- What kind of accent is that?
- Do you have to wear that turban?
- Have you had problems with the Immigration Service?
- How long have you been disabled?
- Do you have any medical problems?
- Are you planning to take pregnancy leave?
- Have you ever been arrested?

Questionable Areas

- What are your childcare arrangements?
- Do you have a college degree?
- What are your salary requirements?
- Can you lift 70 lbs?
- Where are you from?
- Aren't you over qualified?
- We don't have a lot of Hispanics here, do you have a problem with that?

KANSAS CITY AREA ADA RESOURCES:

The ADA Hotline - 1-800-949-4232
Great Plains Disability and Business Technical Assistance Center provides technical assistance and training free of charge.

The Center for Assistive Technology - 931-2121
Can help you choose and locate vendors for adaptive devices.

The Coalition for Independence - 287-0999
The Whole Person - Independent Living Center - 561-0304
Centers for independent living can assist with conducting an accessibility audit of your facility.

Blind Sight - 561-0022
Can braille written materials and assist with computer access for persons with visual impairments.

The WorkAbility Project is funded by the U.S. Dept. of Education to improve Career Services and Job Placement for Students with Disabilities at the Metropolitan Community Colleges. Any questions or comments regarding this publication should be directed to Joanie Friend (816) 759-4154.

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Source: A Technical Assistance Manual on the Employment Provision (Title I) of the Americans with Disabilities Act, January 1992

Compiled by: Bonnie Roush Phelps & Kelli Thull, Outreach Specialists, Center on Education and Work

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THE METROPOLITAN COMMUNITY COLLEGES
ADMINISTRATIVE OFFICES · 3200 BROADWAY · KANSAS CITY MO 64111 2429 · (816) 759 1000 · FAX (816) 759 1158

NEWS RELEASE

FOR IMMEDIATE RELEASE
CONTACT: Joanie Friend, 759-4154

HEADLINE: **New ADA standards impact small business**

COPY: On September 27, The Metropolitan Community Colleges and the Rockhurst College Small Business Development Center sponsor an "ADA: Compliance on a shoestring" workshop. The time is 7:30 to 9:30 AM and cost $5.00. For reservation or more information call Joanie Friend at 759-4153.

The Americans with Disabilities Act (ADA) was enacted to protect people with disabilities from being discriminated by potential employers, and in access to goods and services. Since 1992, the Americans with Disabilities Act (ADA) affected employers with 25 employees or more. On July 26, the numbers changed. ADA now affects employers with 15 employees or more. The change added another 402,000 companies to the list of small businesses required to comply with the employment provisions of ADA.

Small Businesses are affected

The thrust of the new law is simple. It prohibits workplace discrimination against qualified individuals on the basis of disability. But how the law applies can be a bit more complicated. For example,

- Have employment practices and procedures been reviewed to assure that they do not discriminate against applicants or employees with disabilities?
- Are interview sites and workplace facilities accessible to people with disabilities?
- Are medical examinations only administered after an offer of employment is made?

To get complete information about what ADA requires, call the ADA HOTLINE, 1-800-949-4232.

What happens to businesses that comply with the ADA?

The goal of ADA is positive, however, businesses often are fearful of the cost of complying with the law. But a look at the facts shows that:

- Accommodations for a person with a disability has actually increased worker productivity.
- ADA not only makes a place of business more accessible to workers but to consumers, too.
- The cost of complying with ADA far outweighs the cost of accommodation.

The following article has been omitted due to copyright restrictions:

Whitten, Deborah. "Small Firms Facing Accessibility Issue". The Kansas City Star. September 18, 1994, pg. F 10.

Cost vs. benefits

A study of JAN (Job Accommodation Network) revealed

- Compliance cost nothing at all for 15% of the companies surveyed.
- The cost fell into the lowest category listed, $1 to $500, for over half the companies reporting
- The cost of complying produced benefits of over $10,000 for 42% of respondents and between $2,500 and $10,000 for another 31%.

In addition, small businesses can get tax credits for the cost of accommodation. Also, the small business owner is protected by both "reasonable accommodation" and "undue burden" clauses written into the law.

##

U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

FACTS ABOUT DISABILITY-RELATED TAX PROVISIONS

The Internal Revenue Code has three disability-related provisions of particular interest to businesses as well as people with disabilities.

DISABLED ACCESS TAX CREDIT

(Title 26, Internal Revenue Code, Section 44)

This new tax credit is available to "eligible small businesses" in the amount of 50 percent of "eligible access expenditures" that exceed $250 but do not exceed $10,250 for a taxable year. A business may take the credit each year that it makes an eligible access expenditure.

Eligible small businesses are those businesses with either:

- $1 million or less in gross receipts for the preceding tax year; or
- 30 or fewer full-time employees during the preceding tax year.

Eligible access expenditures are amounts paid or incurred by an eligible small business for the purpose of enabling the business to comply with the applicable requirements of the Americans with Disabilities Act (ADA). These include amounts paid or incurred to:

- remove architectural, communication, physical, or transportation barriers that prevent a business from being accessible to, or usable by, individuals with disabilities;

- provide qualified readers, taped texts, and other effective methods of making materials accessible to people with visual impairments;

- provide qualified interpreters or other effective methods of making orally delivered materials available to individuals with hearing impairments;

- acquire or modify equipment or devices for individuals with disabilities; or

- provide other similar services, modifications, materials or equipment.

Expenditures that are not necessary to accomplish the above purposes are not eligible. Expenses in connection with new construction are not eligible. "Disability" has the same meaning as it does in the ADA. To be eligible for the tax credit, barrier removals or the provision of services, modifications, materials or equipment must meet technical standards of the ADA Accessibility Guidelines where applicable. These standards are incorporated in Department of Justice regulations implementing Title III of the ADA (28 CFR Part 36; 56 CFR 35544, July 26, 1991).

(over)

Example: Company A purchases equipment to meet its reasonable accommodation obligation under the ADA for $8,000. The amount by which $8,000 exceeds $250 is $7,750. Fifty percent of $7,750 is $3,875. Company A may take a tax credit in the amount of $3,875 on its next tax return.

Example: Company B removes a physical barrier in accordance with its reasonable accommodation obligation under the ADA. The barrier removal meets the ADA Accessibility Guidelines. The company spends $12,000 on this modification. The amount by which $12,000 exceeds $250 but not $10,250 is $10,000. Fifty percent of $10,000 is $5,000. Company B is eligible for a $5,000 tax credit on its next tax return.

TAX DEDUCTION TO REMOVE ARCHITECTURAL AND TRANSPORTATION BARRIERS TO PEOPLE WITH DISABILITIES AND ELDERLY INDIVIDUALS

(Title 26, Internal Revenue Code, section 190)

The IRS allows a deduction up to $15,000 per year for "qualified architectural and transportation barrier removal expenses." Expenditures to make a facility or public transportation vehicle owned or leased in connection with a trade or business more accessible to, and usable by, individuals who are handicapped or elderly are eligible for the deduction. The definition of a "handicapped individual" is similar to the ADA definition of an "individual with a disability." To be eligible for this deduction, modifications must meet the requirements of standards established by IRS regulations implementing section 190.

TARGETED JOBS TAX CREDIT

(Title 26, Internal Revenue Code, section 51)

Employers are eligible to receive a tax credit up to 40 percent of the first $6,000 of first-year wages of a new employee with a disability who is referred by state or local vocational rehabilitation agencies, a State Commission on the Blind, or the U.S. Department of Veterans Affairs, and certified by a State Employment Service. There is no credit after the first year of employment. For an employer to qualify for the credit, a worker must have been employed for at least 90 days or have completed at least 120 hours of work for the employer. The Tax Extension Act of 1991, Public Law 102-227, extended this tax credit through June 30, 1992.

IRS Publication No. 907, providing information on these provisions, may be obtained by calling 1-800-829-3676. For further information, contact the Internal Revenue Service, Office of the Chief Counsel, P.O. Box 7604, Ben Franklin Station, Washington, DC 20044, (202) 566-3292 (voice only).

January 1992 EEOC-FS/E6

Appendix C
Faculty and Staff Training Resources

FACULTY/STAFF TRAINING

Date: January 13, 1992
Location: Longview, Maplewoods, Penn Valley

1.	Overview of the Work Ability Program - what it is - who it serves - purpose of program	(5 min.)
2.	Windmills Attitudinal Awareness Training by Christy Watson - "Pick a Disability"	(30 min.)
3.	Video Tape - "Part of the Team/People with Disabilities in the Workforce"	(10 min.)
4.	Services available for faculty/staff through the Work Ability program - Summary sheet on disabilities - Referral process - Assistance with classroom accommodations	(10 min.)
5.	Questions and Answers	(5 min.)

WINDMILLS

GOALS AND OBJECTIVES

GOAL:

THE GOAL OF **WINDMILLS** IS TO INCREASE THE QUANTITY AND THE QUALITY OF EMPLOYMENT FOR PERSONS WITH DISABILITIES.

OBJECTIVE:

THE OBJECTIVE OF THIS TRAINING PROGRAM IS TO REDUCE THE ATTITUDINAL BARRIERS THAT PREVENT PEOPLE WITH DISABILITIES FROM OBTAINING MEANINGFUL EMPLOYMENT OR FROM ADVANCING BEYOND ENTRY-LEVEL POSITIONS.

METHODS:

THIS WILL BE ACCOMPLISHED BY:

1. TEACHING EMPLOYERS TO LOOK BEYOND THE DISABILITY AND CONSIDER THE INDIVIDUAL ON A CASE-BY-CASE BASIS.
2. INCREASING EMPLOYERS' CONFIDENCE IN THEIR ABILITY TO WORK WITH PERSONS WITH DISABILITIES.
3. REDUCING FEAR THROUGH EXPLORATION OF BIASES, MYTHS AND STEREOTYPES.
4. OPENING UP THE COMMUNICATION PROCESS BETWEEN PERSONS WITH DISABILITIES AND EMPLOYERS.
5. SHOWING THAT ACCOMMODATION IS NOT NECESSARILY COMPLEX OR EXPENSIVE.
6. EXPLORING FREQUENTLY HELD ATTITUDES TOWARD PERSONS WITH DISABILITIES AND HOW THOSE ATTITUDES IMPACT THE EMPLOYERS' ABILITY TO EVALUATE, HIRE, WORK WITH AND SUPERVISE PEOPLE WITH DISABILITIES.
7. EDUCATING EMPLOYERS ON THE ISSUES OF LANGUAGE AND ETIQUETTE WHEN DEALING WITH PERSONS WITH DISABILITIES.

METROPOLITAN COMMUNITY COLLEGES
WORK ABILITY PROGRAM

ACCOMMODATING COLLEGE STUDENTS WITH DISABILITIES

Since Section 504 of the Rehabilitation Act was passed in 1973, colleges have been required to provide accommodations for students with disabilities. Following is a list of six major disability categories, each requiring different accommodations.

PHYSICAL DISABILITIES

Paraplegia, quadriplegia, amputation, and mobility impairments are caused by such conditions as cerebral palsy, multiple sclerosis, arthritis, or by injury. Depending on the severity of the disability, students may have limitations in stamina, manual dexterity, speech, or the ability to stand.

VISUAL IMPAIRMENTS

Visual impairments may range from a slight visual loss to total blindness (only 2% of the visually impaired population is totally blind). Some students can read using large print or a magnifier. Others need readers and textbooks on tape, still others may use brailled materials. Community, state, and federal agencies often assist in the production of materials for visually impaired students.

HEARING IMPAIRMENTS

There is a great range in hearing loss. Many students can use hearing aids and hear sufficiently for classes and social situations. Students with a greater hearing loss may rely on lip reading (which is 55% correct at best) or on a sign language interpreter. Some students can make use of specialized amplification devices for PA systems in classrooms.

LEARNING DISABILITIES

A learning disability affects the manner in which individuals take in information, retain it, and express the knowledge they possess. Students with learning disabilities have normal intelligence and exhibit a discrepancy between ability and achievement. This discrepancy is not related to visual, hearing, or motor handicaps, mental retardation, emotional disturbance, or environmental, cultural, or economic disadvantage. The most serious and common deficits in students with learning disabilities are in reading comprehension, spelling, mechanics or writing, math computation, and/or problem solving. Less frequent, but no less troublesome, are problems in organizational skills, time management, and social interpersonal skills.

CHRONIC CONDITIONS

Epilepsy, diabetes, asthma, cancer, and other chronic health disorders can cause chronic pain conditions, problems with medication, stamina limitations, absences from school during flare-ups, among other things. In addition to physical problems, students may be reluctant to disclose a disability for fear of negative stereotyping.

OTHER DISABILITIES

Other conditions that can be disabling to the students in higher education include: diagnosed psychological disorders, chemical dependency conditions, acquired brain injuries, speech impairments, and temporary conditions (such as recent surgery or injury). As with other hidden disabilities, reluctance to disclose a disability and myths regarding these conditions, such as ones that characterize all mentally ill persons as being dangerous and unpredictable, contribute to the problems experienced by students.

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The Metropolitan Community Colleges

ADA Workshop

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) requires organizations of 25 employees or more to accommodate worke with disabilities by providing access to employment opportunities, programs, facilities and services. Failure to comply with ADA can be costly.

According to the Americans with Disabilities Act, there are 43 million Americans with disabilities. The ADA provides a clear and comprehensive national mandate to end discrimination against persons with disabilities. Often discrimination occurs out of lack of information. The key to successful implementation of the ADA is education, not litigation.

It is important that we understand the impact of ADA on MCC programs, facilities, and employment practices and select processes. Training on the law will be coupled with discussion of ways to increase our comfort level with persons with disabilities.

All those at MCC who supervise others are required to attend one of these sessions.

PROGRAM:

Attitudes	
The Invisible Barrier	Joanie Friend, WorkAbility project director
ADA – The law	
a. Employment	Rick Drumm, director of human resources and risk management
b. Program Accessibility	Phyl Standlea, associate director of assessment and instruction
c. Facilities	Cecil Hammonds, director of management systems
Questions and Answers	

THE WORKSHOP WILL BE HELD ON THE FOLLOWING DAYS:

Tuesday, March 2, 1:30–4:00 at Penn Valley, CC503	Monday, March 22, 2:00–4:30 at Maple Woods, LR104	Wednesday, March 24, 2:00–4: at Longview, CC241

Please Register Using the Form Below.

✂- -

I will attend the ADA Workshop Held On:

☐ **Tuesday, March 2, at Penn Valley** ☐ **Monday, March 22, at Maple Woods** ☐ **Wednesday, March 24, at Longview**

Name:

Location:

Return this form to Employee Development, AC

ADA Workshop

March 2, 1993
Penn Valley Community College

1:30 pm - 1:35 pm	Welcome *E. Paul Williams, President*
1:35 pm - 2:30 pm	The Americans With Disabilities Act Attitudes: The Invisible Barrier *Joanie Friend, WorkAbility project director*
	Academic Program Access *Phyl Standlea, assistant director of instructional services*
	Facilities *Cecil Hammonds, director, management information services*
2:30 pm - 2:45pm	BREAK
2:45 pm - 3:15 pm	Making the ADA Work for You
3:15 pm - 3:45 pm	Employment *Rick Drumm, director of human resources*
3:45 pm - 4:00 pm	Wrap Up

ADA OVERVIEW

ADA and Section 504

The Americans with Disabilities Act of 1990 is comprehensive civil rights legislation created to help integrate persons with disabilities into every segment of society. Public entities such as colleges and schools have been required to prohibit discrimination against individuals with disabilities since 1973 under Section 504 of the Rehabilitation Act. The ADA extends 504 to the private sector, adds new requirements and allows a complainant to collect damages.

> **There is a key difference between the two laws, however: Under the 1973 law, people must bring complaints to federal agencies to investigate. Under the 1990 law, people can sue institutions directly.**
>
> *— Scott Jaschik, "Backed by 1990 Law, People With Disabilities Press Demands on Colleges," The **Chronicle of Higher Education**, 3 February 1993: A26.*

Who is covered under the ADA?

Under the ADA, the definition of a disability is quite general: A person who has a physical or mental impairment that substantially limits one or more major life activities. This includes mobility, vision, hearing, chronic illness, learning disability, head injury, psychiatric disability and developmental disability (mental retardation).

According to the U.S. Department of Education in 1987, 1.3 million (10.5%) of the nation's 12.5 million students enrolled in higher education reported having at least one disability.

Why is this important to MCC?

The Metropolitan Community Colleges is primarily affected by Title I of the ADA which prohibits discrimination in employment practices for qualified applicants with a disability and Title II which requires equal access to services and programs offered by public entities.

Furthermore, the ADA requires MCC to "reasonably accommodate" individuals with disabilities when necessary. The challenge of reasonable accommodations is that there are no hard and fast rules — each situation needs to be evaluated individually.

Academic Adjustments

To assure that students are aware that they must request services before the college is legally obligated to provide them, please read this statement to your class at the first meeting and/or put the statement on your syllabus.

> If any student will be needing any academic adjustments or auxiliary aids for this class due to a disability, please see me after class.

If any students do request academic adjustments or auxiliary aids they will need to meet with the campus ADA contact (see information on next page). Your campus ADA contact will meet with the student to document the disability and determine the appropriate academic adjustments. After the determination is made, you will receive information about the adjustment or aid needed from your campus ADA contact. Until the determination is made, you are not legally obligated to provide the requested services.

THE METROPOLITAN COMMUNITY COLLEGES
ADMINISTRATIVE OFFICES · 3200 BROADWAY · KANSAS CITY, MO 64111-2429 · (816) 759-1000 · FAX (816) 759-1156

DATE: December 2, 1993

TO: All MCC Division Chairs and Deans of Instructions

John Henson	Bob Richely	Karen Herzog
Lauren Miller	Ron Brink	Harold Koch
John Kaczynski	Perry Doyle	Harvey Cooke
Jim Gilbert	Leon Ogilvie	Paddy Lorenz
Michael Miller	Mike Palmer	Mary Jo Podrebarac
Jim Pratt	Bill Franken	Judith Flynn
		Levora Whitmore
		Becky Owens

FROM: J. Friend, WorkAbility

RE: ADA Training, Transition Plan

One goal of the WorkAbility program is to provide more extensive ADA and disability training to MCC faculty. In order to achieve this goal, I would like to conduct the training divisionally next semester. I would like to arrange a time to visit one of your meetings or to schedule another time to conduct the training. Please fill out and return the form below.

Also, I have assumed Kristi Barber's responsibilities for the ADA Transition Plan. I hope to have the plan completed by January.

If you have any questions or comments about the training or the tranistion plan, please call me at 759-4154.

ADA Divisional Training Spring Semester 1994

NAME: ______________________________

DIVISION: ______________________________

PREFERRED TRAINING DATE: ____________________ TIME: __________

SECOND CHOICE DATE: ____________________ TIME: __________

COMMUNITY COLLEGES: Longview • Maple Woods • Penn Valley
An Equal Opportunity/Affirmative Action Employer

Appendix D
Dissemination and Products

METROPOLITAN COMMUNITY COLLEGES

WORKABILITY

making careers more accessible for students with disabilities

DISABILITY RESOURCE MATERIALS

A Partnership for Success Video

Addresses self advocacy, disability disclosure and tips for success in the college environment. Ideal resource for counselors, student orientation programs, faculty and staff training sessions, and any person with a disability who plans to attend college or get a postsecondary education. (10 minutes, open captioned)

COST: $12.00 (includes shipping & handling)

Disability Accommodation Handbook

Helps faculty and staff effectively provide special accommodations to students with disabilities. Contains facts about various disabilities as well as practical information regarding services and resources. (61 pages)

COST: $4.00 (includes shipping & handling)

A Partnership for Success took 1st Place and the *Disability Accommodation Handbook* took 2nd Place in the 1993 Public Relations Contest of the Association on Higher Education And Disability.

WorkAbility is funded by a three-year demonstration grant from the U.S. Department of Education Office of Special Education and Rehabilitative Services. The program is now in its third year.

DER FORM * ORDER FORM * ORDER FORM * ORDER FORM * ORDER FORM * ORDER FO

NAME ________________________

ORGANIZATION ________________________

ADDRESS ________________________

CITY, STATE, ZIP ________________________

TELEPHONE ________________________

make checks payable to
Penn Valley Community College,
WorkAbility Office
3201 SW Trafficway
Kansas City, MO 64111

Item	Price		#		Total
Video	$12.00	x		=	$
Handbook	$ 4.00	x		=	$
					$

WorkAbility

The Metropolitan Community Colleges
3200 Broadway
Kansas City, Missouri 64111

Chancellor: Wayne E. Giles	Year program established: 1991
Contact: Joanie Friend	Number of individuals served per year: 100
(816) 759-4154	Total college credit enrollment: 20,693

Program Summary:

The goal of the WorkAbility program is to increase the employability of students with disabilities by addressing their unique needs for career counseling, mentoring, job search skills preparation, and career-related work experiences. Attitudinal barriers to employment are addressed through training on compliance and accommodation to the Americans with Disabilities Act (ADA). WorkAbility is the first attempt to coordinate efforts between the district's three colleges, which have 600 identified students with disabilities. As of August 1993, 550 faculty and staff had received disability awareness and ADA training. A resource book on classroom accommodations was developed for faculty and 180 employers have been trained. A video, "A Partnership for Success," encourages student self-advocacy.

Resource Requirements:

Director, career development coordinator, secretary; steering committee comprising special needs counselor and placement professional from each of three campuses

Key Factors in Success:

- ★ Comprehensive services
- ★ ADA training
- ★ Strong links with state agencies and community service providers
- ★ Staff expertise
- ★ Cooperation among four campuses

Community Partners:

Missouri State Vocational Rehabilitation; Disability Employment and Awareness Network; Kansas City Chapter Human Resource Management Association

Awards/Honors:

First place, self-advocacy video, Association for Higher Education and Disability (AHEAD), 1993; Second place, faculty handbook, AHEAD, 1993

Sources of Funding:

U.S. Department of Education grant; college funds

WORKABILITY PROJECT ACCOMPLISHMENTS
OCTOBER 1, 1991 THROUGH SEPTEMBER 30, 1994

OBJECTIVE	1991-92 YEAR I	1992-93 YEAR II	1993-94 YEAR III
1. Identify 100 students with disabilities and assist them to develop realistic career goals.	- Client documentation procedures developed; 96 students recruited & assessed. - Developed and mailed recruitment flier to 500 students. - Press releases distributed; articles on WorkAbility printed in campus & community papers. - Presentations made at four area Vocational Rehabilitation Offices. - Choices Career Development Software installed. - Campus visits and presentations conducted for student service providers. - Developed *A Partnership for Success* video for student recruitment & self advocacy.	- 79 students recruited and assessed. - Maintain working relationships with referral services. Conducted Open House in December for referral sources. - Distributed *A Partnership for Success* video to Admissions Counselors, Vocational Rehabilitation and community referral sources and student orientation providers. - Mailed recruitment flier to 192 new students & 283 returning students in Fall semester, 131 new students & 171 returning students in Spring semester, and 54 new students & 177 returning students in Summer semester.	- 52 students recruited and assessed. - Maintained relationships with referral sources and communicated continuation plans to all participants & referral sources. - Distributed recruiting brochure to 286 new students with disabilities in Fall semester, 179 in Spring, and 49 in Summer. A total of 468 recruitment letters were sent to returning students this year.
2. Obtain employer agreements by increasing awareness of employment needs of the disabled.	- 25 employers hired students. - 30 employers attended *Beyond the ADA Attitudes: The Invisible Barrier* training seminar, 9-92. - 60 employers attended training & Job Fair, 4-92. - Purchased ADA training materials from Milt Wright & Associates and videos from Easter Seals to use in employer training. - Attended DREDF ADA training in May and Independence Chamber of Commerce training on ADA.	- 17 additional employers hired students. - 39 employers participated in Job Fair & over 140 employers trained in *A Celebration of Abilities*, 4-93. - 83 employers trained in fall ADA workshop *Workers Compensation & the ADA*. - Implemented University of Minnesota and Milt Wright & Associates materials in employer training. - Article on WorkAbility published in MCC Business LINC & distributed to 1,500 employers.	- Developed 18 additional employer placement sites. - Conducted training at DEAN Job Fair with the *Madhatters* 4-94, 80 trained; Small business training conducted 9-94, 60 trained. - Published article and ADA & employment for small businesses in *Kansas City Star* Entrepreneur Section, 9-94. - *Small Business & ADA* fact sheet sent to 2500 companies, 9-94.

OBJECTIVE	1991-92 YEAR I	1992-93 YEAR II	1993-94 YEAR III
3. Increase students employability	- Assisted 66 students with Job Search Skills training & resume development. - Conducted weekly "Job Clubs" for students seeking employment during the summer. - Developed ADA training materials for students on their rights & responsibilities in the hiring process. - Developed community resources for Job accommodation; secured equipment for students when necessary. - Negotiated rental agreements. - Developed mentor recruitment materials & mentor database.	- Assisted 57 students with Job Search Skills training and resume development. - Recruited, trained, & matched 10 mentors with 10 students, 1-93. - Revised and updated Job Search Skills videos and reviewed student evaluations. - Developed Job Fair and Presentation by Geri Jewell on "A Celebration of Abilities" for students, 100 attended,4-93. - Coordinated Internship and part time Job Fair with University of Missouri at Kansas City. 38 employers participated, 2-93.	- Assisted 28 students with Job Search Skills training and resume development. - Co-sponsored Internship & Part-time Job Fair with UMKC and Rockhurst College; 35 employers attended, 17 Workability students attended. - Conducted 3 mentor training sessions for 7 mentors & students. - DEAN Job Fair held for students; 40 employers participated, 4-94. - Implemented *Disclosing Your Disability* handout by Rich Pimentel in Job Search Skills Training.
4. Place students in part time career-related employment	- 37 students were placed once. 3 students were placed twice in part-time employment. - Students and employers completed one month evaluations.	- 49 students placed in part-time career related employment. - Follow-up student and employer evaluations conducted.	- 20 students placed in part-time career related employment. - Follow-up student and employer evaluations conducted.
5. Increase faculty and staff awareness of disabled students.	- Developed, provided and evaluated awareness training sessions for 550 MCC employees, 1-92. - Developed employee "Accommodations in the Classroom" handbook, 9-92. - Attended ADA satellite tele-conference and DREDF ADA training in Washington D.C., 5-92.	- Conducted 2 hour Disability Awareness Training for 30 Counselors and Learning Center Staff, 10-92. - Trained 120 Rehabilitation Service providers, faculty, & placement professionals on the impacts of ADA & job placement, 10-92. - Trained 6 Placement Office Staff on disability awareness and referral procedures. -Developed ADA training materials for Managers and supervisors. - Provided four ADA training sessions for 160 MCC managers and supervisors. - Attended AHEAD Nat'l Conference, 7-93.	- Co-presented *Opening Doors* workshop with Univ. of Wisconsin OSERS Project on counseling students with disabilities; 35 attended, 2-94. - Geri Jewell presented *A Celebration of Abilities* & video *A Partnership for Success* screened for 240 MCC staff, 10-93. - Presented disability awareness training to 78 faculty & staff in 6 academic divisions, tailoring accommodation information to division needs. - Revised training materials based on year II evaluations. - Conducted cumulative evaluation on impact of employee training.
6. Provide placement for students upon graduation.	- 35 students graduated. 14 students found full-time employment and 10 students transferred to 4-year schools. 68% of graduates placed.	- 21 students graduated. 7 students found full-time employment and 11 students transferred to 4-year schools. 85% of graduates placed.	- 3 students graduated. No students found full-time employment and 1 student transferred to a 4-year school. 33% of graduates placed. 62% total for project.

OBJECTIVE	1991-92 YEAR I	1992-93 YEAR II	1993-94 YEAR III
7. Disseminate project information.	- Made presentations to the following groups: Project Able Advisory Board for Learning Disabled; University of Missouri at Kansas City Placement Center Staff; Kansas & Missouri Vocational Rehabilitation Offices; Missouri Bureau for the Blind; Full Employment Council; Disability Employment & Awareness Network (DEAN); KETCH P.W.I. Program; Women's Employment Network; The Whole Person Independent Living Center; Disability Task Force; Pioneer Assessment Center Board; Project Equality; and Job Corps. - Presentations made at the following conferences: Statewide Job Placement Community Colleges, 4-92; College Placement Council Management Institute, *Disability Services & Diversity Emerging Issues for Placement Centers*, Minneapolis, MN, 7-92; Bi-State Brag & Steal Conference for Placement Professionals & Counselors, Kansas City, MO, 9-92. - Visited University of Minnesota Career Connections Program and shared project information, 7-92. - University of Wisconsin Center on Education and Work, Career Services for Students with disabilities Pilot Project Training.	- Roundtable Presentation at American Vocational Association National Conference, St. Louis, Missouri, 12-92. - Video *A Partnership for Success* screened for Missouri State College Relations Committee, 12-92. - Press releases submitted to schools & organizations serving persons with disabilities. - Presentation at Great Plains AHEAD Regional Conference, Linwood, KS, 4-93. - Served on Advisory Committee for Missouri LINC Placement Grant at University of Missouri, Columbia. - College Showcase Presentation at American Association of Community Colleges, Portland, OR, 4-93. - Missouri Rehabilitation Counselors Association Annual Conference presentation *A Partnership for Success in College*, 5-93. - Diversity training article for College Placement Council 2-Year College Network Newsletter, 12-93. - ADA Issues for Students with Disabilities seminar at UMKC/MCC Job Fair, 2-93. - Assisted the following institutions with program questions or sharing publications: Towsen State University, Northern Iowa Community College, Blinn College, Johnson County Community College, William Rainey Harper Community College, MO Div. of Elementary and Secondary Ed. Guidance and Special Needs Dept. - 120 videos *A Partnership for Success* and 98 *Disability Accommodation Handbooks* distributed; video won 1st place and handbook won 2nd place in AHEAD public relations contest during national conference in Washington, DC.	- Submitted program information to ERIC, HEATH & Rehabilitation Training Centers. - Presentations made at the following: DEAN Brag & Steal Conference; 4 area Vocational Rehabilitation staff meetings; Missouri Learning Disabilities Assn. Annual Conference, 10-93; Federal Executive Board *Employment of the Disabled* seminar 10-93; Kansas City Vocational Adjustment Counselors Assn., 12-93; Region VII Rehabilitation Continuing Education Assn. Placement Training, 12-93; Missouri Governor's Committee on Employment of Persons with Disabilities Windmills Train the Trainer participant, 1-94; DeVry Institute Counseling & Placement Staff, 3-94; Missouri Community College Assn. Classified Staff Workshop, 3-94; Missouri & Kansas Regional AHEAD meeting, 4-94; Transition Institute Project Directors meeting, Washington, DC, 4-94; Missouri Assistive Technology & Advocacy Conference, Columbia, MO, 5-94; ADA training for Coro Foundation Public Affairs interns, 6-94; Missouri Vocational Assn. Annual Conference, 7-94; AHEAD National Conference, Columbus, OH, 7-94. - Visited St. Louis Community College System Disabled Student Services Offices, 9-94. - Participated in University of Wisconsin Center on Education & Work and University of Missouri LINC, OSERS Project Advisory Committees. - 115 videos *A Partnership for Success* and 75 *Disability Accommodation Handbooks* distributed.

OBJECTIVE	1991-92 YEAR I	1992-93 YEAR II	1993-94 YEAR III
8. Institutionalize project by the end of funding period.	- Communicated project progress with MCC administration.	- Met with Director of Institutional Planning to discuss continuation proposal progress. - Shared project Annual Report with MCC Administration. - Compiled data for Institutionalizing Program Proposal.	- Submitted continuation proposal to MCC Administration for consideration in Budget Planning for FY 94-95. - Project Steering Committee met 11-93 to develop institutionalization plans. - Presented continuation plans to MCC District Officers, 3-94. - Submitted revised continuation plans to MCC District Officers, 8-94.

American Association of Community Colleges

WorkAbility – Innovative Career Services for Students with Disabilities
Metropolitan Community Colleges
Kansas City, MO 64111
Training and Development Resources
April 30, 1993

- **EXERCISES, VIDEOS**

  Windmills
  May be ordered through Milt Wright and Associates, Inc. 19151 Parthenia Street, Suite D, Northridge, CA 91324, 800-626-3939.

  Part of the Team
  Nobody is Burning Wheelchairs
  May be ordered through National Easter Seal Society, 70 E Lake Street, 15th Floor, Chicago, IL 60601, 312-726-6200.

  Making the ADA Work For You
  May be ordered through Milt Wright and Associates, Inc. 19151 Parthenia Street, Suite D, Northridge , CA 91324, 800-626-3939.

- **BOOKLETS**

  What Supervisors and Managers Need to Know About the ADA
  by Richard Pimentel, Denise Bissonnette, Michael J. Lotito, Esq., 1992, Milt Wright and Associates, Inc. May be ordered through Milt Wright and Associates, Inc. 19151 Parthenia Street, Suite D, Northridge , CA 91324, 800-626-3939.

  Disability Accommodation Handbook
  compiled by Connie Flick-Hruska, Counselor, Longview Community College, Lee's Summit, MO. and Gretchen Blythe, Career Development Coordinator, WorkAbility Program, Metropolitan Community Colleges.

- **OTHER RESOURCES**

  The Postsecondary Learning Disabilities Primer. May be purchased through the University Book & Supply Store, Western Carolina University, Cullowhee, NC 28723, 704-227-7346.

  Association on Higher Education and Disability (AHEAD), P. O. Box 21192, Columbus, OH 43221-0192, 614-488-4972 (V/TDD).

The Metropolitan Community Colleges and
Western Missouri Valley Chapter of The National Rehabilitation Association
Present a Brown Bag Seminar

THE IMPACT OF ADA ON JOB PLACEMENT

FEATURING RICHARD PIMENTEL

ADA Implementation Expert and Nationally Renown Placement Trainer

---

Date: Tuesday, October 19, 1993
Time: 11:30 am to 1:00 pm
Cost: $5.00
Location: Penn Valley Community College
Room 503 , 3201 Southwest Trafficway
Kansas City, Missouri
(Free Parking in garage at 32nd and Broadway)

*****Bring your own lunch or purchase in cafeteria, drinks provided.***

Richard Pimental is a nationally renowned motivational speaker who has made tremendous contributions in reducing attitudinal barriers in the hiring process for persons with disabilities. He has authored *The Windmills Program and The Americans with Disabilities Act: Making the ADA Work For You.* Mr. Pimentel will deliver a a practical and informative presentation in his uniquely entertaining style.

TOPICS PRESENTED INCLUDES:

- Understanding your responsibilities as a job placement professional under ADA
- Preparing applicants for interviews
- Getting ADA regulations to work for you
- Assisting employers to integrate persons with disabilities into the workforce

WHO SHOULD ATTEND:
This workshop is for rehabilitation professionals and vocational educators, who prepare workers to compete in tomorrows job market. Employers and persons with disabilities will also benefit from this presentation.

REGISTRATION FORM • DUE OCTOBER 13
Pimentel Brown Bag Seminar on October 19

Name ______________________ Employer ______________________

Address ____

Job Title ______________________ Phone ______________________

***Make check payable to:** Penn Valley Community College,*
***Mail to:** Joanie Friend*
Work Ability/Penn Valley Community College
3201 Southwest Trafficway • Kansas City, Missouri 64111
Questions call: 759-4153

-Agenda-

Opening Doors Workshop

Westin Crown Center
Kansas City, Missouri
February 28-March 1, 1994

DAY ONE 9:00-4:30	
8:30-9:00	Registration
9:00-12:00	Introduction to the Issues Americans with Disabilities Act (ADA) and the Role of Career Planning and Placement Staff
12:00-1:15	Lunch (included in registration fee)
1:15-4:30	ADA (Cont.) Specific Disabilities and Work Place Issues The Impact of the ADA on Higher Education Concluding Remarks
DAY TWO 8:30-2:30	
8:30-12:00	Disclosure Issues Effective Strategies, Tools and Programs
12:00-1:15	Lunch (on own)
1:15-2:00	Effective Strategies, Tools and Programs (Cont.)
2:00-2:30	Conclusion and Evaluation

The Center on Education and Work announces the workshop:

OPENING DOORS

Providing Effective Career Development and Placement Services for Students with Disabilities in Postsecondary Institutions

KANSAS CITY

February 28-March 1, 1994
Westin Crown Center

Registration fee: $50.00
Deadline for Registration : February 21, 1994.

Featuring presentations by:
Betty Aune
- University of Minnesota
Judy Ettinger
- University of Wisconsin-Madison
Joanie Friend
- Penn Valley Community College

TOPICS:

Presenters will discuss practical and conceptual considerations to help career planning and placement staff provide effective services to students with disabilities. Topics include:

- **adapting career development theories and practices to better meet the needs of individuals with disabilities;**
- **accommodating disabilities in the workplace;**
- **understanding the Americans with Disabilities Act (ADA) and the responsibilities of career planning and placement staff;**
- **enhancing the career development and job search skills of students with disabilities; and**
- **using effective strategies, tools and programs.**

***REGISTER EARLY!* Attendance is limited and preregistration is highly recommended.**

REGISTRATION

The registration fee includes all workshop activities, materials, continental breakfasts, lunch (day one), and breaks. Lodging is not included in the registration fee but is available on-site at The Westin Crown Center, One Pershing Road, Kansas City, MO 64108, 1-800-228-3000. Room rates are: Single - $59.50, Double - $90.00. Arrange accommodations directly with the Westin Crown Center. Mention the workshop name to receive the guaranteed rates.

This location is accessible to people with disabilities. If you have special needs such as an interpreter or large print materials, contact the Center on Education and Work by Dec. 27 at 1-800-446-0399.

Refunds for cancellation will be made if written request is received by February 15. No refunds will be made after February 15.

Name ______________________
Agency/Title ______________________
Address ______________________
City ______________________
Phone ____________ Fax ____111____
Purchase Order or Check # ______________________

Make check payable to "Center on Education and Work" and send with registration form to:

Opening Doors Workshops
Center on Education and Work
964 Educational Sciences Building
1025 W. Johnson Street
Madison, WI 53706-1796
Fax: 608-262-9197

Registration Information: Call 1-800-446-0399

A confirmation letter and detailed agenda will be sent to each registrant.

ODB1

T20. Making the Career Transition Connection

Jane Rochester	UNC-Charlotte
Joanie Friend	Metropolitan Community College
Virginia Smith	Calhoun Community College

Employment outcomes for college students with disabilities have traditionally been inadequate given the potential of this population. In response, three colleges are engaged in innovative federal grant programs. These model programs provide experiential education and work opportunities for students with disabilities that lead to competitive employment. The objectives include delivery of inservice training for students, employers, faculty and staff; employer participation in career development activities; linkages among disabilities services and career services; coalitions of business and industry; experiential education opportunities including job placement; and technical assistance and dissemination to colleges, parent and support groups, and school systems.

The session will focus on the importance of early career development for college students with disabilities. Student identification and recruitment will be discussed. Case studies will be utilized to pinpoint stages of career development. Barriers to career development and job placement will be discussed in light of the project outcomes.

Issues concerning transition of college students to employment settings will be stressed. A step-by-step plan of activities designed to integrate academic choices, employment experience and career exploration encompass the demonstration of these models. Mentoring, job shadowing and career-related work experiences will be explored with a focus on improved job placement and retention.

Workability's award-winning video *A Partnership for Success*, which took first place in the 1993 *AHEAD* Public Relations Contest will be shared. It addresses self-advocacy, disability disclosure, accommodations, and tips for success for college students with disabilities. Disability awareness training and ADA training resources including the award-winning faculty handbook, *Accommodations in the Classroom*, will be shared.

Implementation of the networks among disability and career services, faculty, employers and agencies will be specified. A practical how-to approach will assist the audience in replicating efforts at other colleges. Opportunities will be provided for participant interaction.

Jane Rochester
Disability Services
University of North Carolina
at Charlotte
Charlotte, NC 28223

Joanie Friend
Metropolitan Community College
WorkAbility Program
3201 Southwest Trafficway
Kansas City, MO 64111

Virginia Smith
Project GATE
Calhoun Community College
P.O. Box 2216
Decatur, AL 35609

METROPOLITAN COMMUNITY COLLEGES, KANSAS CITY, MISSOURI

WorkAbility

ADA and Disability Awareness Training

Faculty and Staff Training - Materials Developed by OSERS Projects

- Disability Accommodation Handbook, 61 pgs.
  Faculty Resource book compiled by the WorkAbility Staff, 1993, $4.00.

- A Partnership for Success - 10 minute video for students on Disability Disclosure and Self Advocacy in Higher Education - WorkAbility, 1992, $12.00.

- Higher Education and the ADA - 3 videos - Overview for Faculty 10 min., Staff 8 min. and Job Search Strategies for Students with Disabilities 12 min. $15.00 each, & Book $10.00 on Job Search Strategies.
  Eastern Washington University, Continuing Education Dept., M.S. 162. Cheney, WA 99004, Richard Christenson (509) 359-2268.

- Training Manuals: Career Connections University of Minnesota
  Putting Ability to Work: Disability, Career Development and Employment, $18.00.
  The Mentoring Experience: $5.00, Career Connections, Disability Services, University of Minnesota, 12 Johnson Hall, 101 Pleasant St. S.E., Minneapolis, MN 55455.

ADA Technical Assistance

- ADA Disability and Business Technical Assistance Centers - Great resource for speakers and technical assistance (10 regions):
  New England - CT, ME, MA, NH, RI, VT. Jennifer Eckel (207) 874-6535 V/TTY
  Northeast - NJ, NY, PR. Richard Dodds (609) 392-4004, 392-7044 TTY
  Mid-Atlantic - DE, DC, MD, PA, VA, WV. David Sharp (703) 525-3268 V/TTY
  Southeast - AL, FL, GA, KY, MS, NC, SC, TN. Shelley Kaplan (404) 888-0022 V/TTY
  Great Lakes - IL, IN, MI, MN, OH, WI. David Braddock (312) 413-1407, 413-0453 TTY
  Southwest - AR, LA, NM, OK, TX. Lex Frieden (713) 797-5284 TTY
  Great Plains - IA, KS, NE, MO. Chuck Graham (314) 882-3600 V/TTY
  Rocky Mountain - CO, MT, ND, SD, UT, WY. Randy Dipner (719) 444-0252, 444-0268
  Pacific - AZ, CA, HI, NV, PB. Erica Jones (510) 465-7884, 465-3172 TTY
  Northwest - AK, ID, OR, WA. Toby Olson (800) 435-7232, (206) 438-4116 V/TTY

- AHEAD - P.O. Box 21192, Columbus, OH 43221-0192, (614) 488-4972. Faculty Training Materials and two good books by Jane Jarrow on ADA & Higher Education.

- The Thompson Publishing Group - ADA Compliance Handbook, 1725 K Street N.W., Suite 200, Washington, D.C. 20006

Appendix E
Evaluation Instruments

Employers Completed

WORK ABILITY PROGRAM
METROPOLITAN COMMUNITY COLLEGES

INTERN EVALUATION

Intern's Name: ______________________________

Intern's Position: ______________________________

Supervisor's Name & Title: ______________________________

Company Name: ______________________________

Internship Dates: ______________________________

Please check the appropriate box.

	Below Average	Average	Above Average
Quantity of Work			
Quality of Work			
Dependability			
Initiative & Cooperation			
Interpersonal Skills			
Attendance & Punctuality			

Would you consider hiring this intern for a permanent position?
______ yes ______ no
Explain: ______________________________

May this intern use you/your company as a future reference?
______ yes ______ no
Explain: ______________________________

Additional Comments: ______________________________

Signature: ______________________________ Date: __________

Return to: Joanie Friend, WorkAbility Project Director
Metropolitan Community Colleges
3201 Southwest Trafficway, Kansas City, MO 64111

BEST COPY AVAILABLE

MENTOR SURVEY

We'd like you to complete this survey in order for us to improve the mentoring program. Please check the blanks which best describe you. Your responses will be kept strictly confidential and reported in summary form only. If you don't feel comfortable answering a question, leave it blank.

I. BACKGROUND INFORMATION

1. What is your gender?
   - ☐ Male
   - ☐ Female

2. At what age did you participate in the mentoring program? (optional)
   - ☐ 18-24
   - ☐ 25-30
   - ☐ 31-35
   - ☐ 36-40
   - ☐ 41-45
   - ☐ 46-50
   - ☐ 51-55
   - ☐ 55+

3. What is your disability?
   - ☐ I do not have a disability
   - ☐ Visual
   - ☐ Speech
   - ☐ Learning disability
   - ☐ Hearing
   - ☐ Chronic illness
   - ☐ Head injury
   - ☐ Mobility
   - ☐ Other (explain)________
     ____
     ____
     ____

4. At the time of your participation as a mentor, which of the following best describes the number of years you had been in your field of specialty.
   - ☐ 1-5 years
   - ☐ 6-10 years
   - ☐ 11-15 years
   - ☐ 16-20 years
   - ☐ 20+ years

5. At the time of your participation as a mentor, how many hours did you work per week?
   - ☐ 1-10
   - ☐ 11-20
   - ☐ 21-30
   - ☐ 31-40
   - ☐ 40+

II. MENTOR RECRUITMENT

6. To what extent does this describe you? "Having a student/mentee who is the same gender as me is important to me."
   - ☐ Very much
   - ☐ Much
   - ☐ Somewhat
   - ☐ Somewhat not important
   - ☐ Not at all

7. To what extent does this describe you? "Having a student/mentee who is similar in age as me is important to me."

☐ Very much
☐ Much
☐ Somewhat
☐ Somewhat not important
☐ Not at all

8. To what extent does this describe you? "If you have a disability, having a student/mentee with a similar disability as me is important to me."

☐ Very much
☐ Much
☐ Somewhat
☐ Somewhat not important
☐ Not at all

9. To what extent does this describe you? "Being able to contact project staff to discuss problems/issues is important to me."

☐ Very much
☐ Much
☐ Somewhat
☐ Somewhat not important
☐ Not at all

10. To what extent does this describe you? "Having access to mentoring training opportunities is important to me."

☐ Very much
☐ Much
☐ Somewhat
☐ Somewhat not important
☐ Not at all

III. MENTORING RELATIONSHIP

11. How many times did you meet with your student/mentee?

☐ 1-2 times
☐ 3-4 times
☐ 5-6 times
☐ 7-8 times
☐ 9-10 times
☐ More than 10 times

12. How many times would you have liked to have met with your student/mentee?

☐ 1-2 times
☐ 3-4 times
☐ 5-6 times
☐ 7-8 times
☐ 9-10 times
☐ More than 10 times

13. If you have a disability, did you disclose it to your student/mentee?

☐ Yes
☐ No
☐ My disability is visible, so it is apparent
☐ I do not have a disability

14. If you disclosed your disability, when did you disclose?
☐ During the orientation training
☐ During the first meeting
☐ During the second or third meeting
☐ During the fourth or fifth meeting
☐ During the last meeting

15. Which best describes the topics you discussed with your mentor? (check all that apply)
☐ Career planning
☐ Disability-related issues
☐ Job seeking skills
☐ Resume writing
☐ Other (please specify)____________________________________

16. Which best describes the reasons you decided to participate in the mentoring program? (check all that apply)
☐ To learn about disability issues
☐ To assist a student's in his/her career planning
☐ To contribute to a student's learning
☐ To contribute back to the university/community
☐ As a favor to a friend
☐ Other (please specify)____________________________________

17. During my participation in the mentoring program I (check all that apply)
☐ Met with my student/mentee at work
☐ Invited the student/mentee to spend the day job shadowing at my place of work
☐ Invited my student/mentee to meet with coworkers
☐ Was given time off work to meet with my student/mentee
☐ I did not meet with my student/mentee at work or on work time

18. As a result of my participation in the mentoring program, I (check all that apply)
☐ Feel more comfortable in working with people with disabilities
☐ Learned more about current needs of university students
☐ Learned more about why I entered my field in the first place
☐ Other (please specify)____________________________________

19. Rate your overall satisfaction with the mentoringprogram.
☐ Very satisfied
☐ Satisfied
☐ Somewhat satisfied
☐ Somewhat dissatisfied
☐ Not at all satisfied

STUDENT SURVEY

We'd like you to complete this survey to tell us what you think of the mentoring program. Please check the blanks which best describe you. Your responses will be kept strictly confidential and reported in summary form only. If you don't feel comfortable answering a question, leave it blank.

I. BACKGROUND INFORMATION

1. What is your disability?

☐ Visual
☐ Speech
☐ Learning disability
☐ Hearing
☐ Chronic illness
☐ Head injury
☐ Mobility
☐ Other (explain) ____________________

2. What best describes your academic status when you were involved in the mentoring program? (check one)

☐ First Year
☐ Sophomore
☐ Junior
☐ Senior
☐ Graduate student
☐ Have graduated
☐ Other (explain) ____________________

3. What is your gender?

☐ Male
☐ Female

4. At what age did you participate in the mentoring program? (optional)

☐ 18-24
☐ 25-30
☐ 31-35
☐ 36-40
☐ 41-45
☐ 46+

5. At the time of your participation in the mentoring program, what was your grade point average?

☐ 3.5-4.0
☐ 3.0-3.49
☐ 2.5-2.99
☐ 2.0-2.49
☐ Below 2.0

6. If you were employed during your participation in the mentoring program, how many hours did you work per week?

☐ 1-10
☐ 11-20
☐ 21-30
☐ 31-40
☐ 40+

7. At the time of your participation in the mentoring program, which of the following best describes the career development activities in which you had participated? (check all that apply)

- ☐ Taken career assessments/inventories
- ☐ Met with a career counselor
- ☐ Read books/articles on career information
- ☐ Used a computer system (i.e. Discover or MCIS) to gather career information
- ☐ Conducted informational interviews
- ☐ Talked with friends employed in a variety of career areas
- ☐ Other (please specify) ______________________________
- ☐ I have not participated in any career development activities

8. At the time of your participation in the mentoring program, had you selected a career choice and were you satisfied with your choice?

☐ Yes ☐ No ☐ I'm not sure

II. MENTOR RECRUITMENT

9. To what extent does this describe you? "Having a mentor with a of disability is important to me."

- ☐ Very much
- ☐ Much
- ☐ Somewhat
- ☐ Somewhat not important
- ☐ Not at all

10. To what extent does this describe you? "Having a mentor with **the same type** a disability is important to me."

- ☐ Very much
- ☐ Much
- ☐ Somewhat
- ☐ Somewhat not important
- ☐ Not at all

11. To what extent does this describe you? "Having a mentor who is the same gender as me is important to me."

- ☐ Very much
- ☐ Much
- ☐ Somewhat
- ☐ Somewhat not important
- ☐ Not at all

12. To what extent does this describe you? "Having a mentor who is similar in age is important to me."

- ☐ Very much
- ☐ Much
- ☐ Somewhat
- ☐ Somewhat not important
- ☐ Not at all

19. As a result of my participation in the mentoring program. I (check all that apply)
- ☐ Feel more confident in pursuing my career goals
- ☐ Have built professional networks in my field
- ☐ Applied for an internship
- ☐ Applied for a job
- ☐ Applied to graduate school
- ☐ Other (please specify) ____________________

20. Rate your overall satisfaction with the mentoring program.
- ☐ Very satisfied
- ☐ Satisfied
- ☐ Somewhat satisfied
- ☐ Somewhat dissatisfied
- ☐ Not at all satisfied

9-

ATTITUDES: THE INVISIBLE BARRIER/BEYOND THE ADA
EVALUATION RESULTS

KEY: 1 = Poor; 2 = Below Average; 3 = Average; 4 = Above Average; 5 = Excellent

1. Presentation on Mobility Impairments: 3 - 3; 4 - 6; 5 - 18
2. Video "Nobody's Burning Wheelchairs": 3 - 1; 4 - 5; 5 - 21
3. Presentation on Hearing Impairments: 4 - 7; 5 - 21
4. Presentation on Visual Impairments: 3 - 2; 4 - 11; 5 - 16 (+)
5. Presentation on Speech Impairments: 2 - 1; 3 - 4; 4 - 12; 5 - 10
6. Presentation on Mental Illness: 3 -6; 4 - 11; 5 - 11
7. Presentation on Learning Disabilities: 3 - 1; 4 - 8; 5 - 19 (+)
8. Employer Panel: 3 - 1; 4 - 13; 5 - 12; "Informative!"
9. Usefulness of Handouts: 3 - 2; 4 - 14; 5 - 11
10. Improvement of understanding of Disability Issues: 4 - 13; 5 - 15 (+)
11. Overall Impression of the Workshop: 3 - 1; 4 - 8; 5 - 19

Comments:

Mental Illness presentation was on a good, personal level. Enjoyable and human.

I am really glad to have been able to attend this workshop--presentations from the viewpoint of person with a variety of disabilities--seeing the devices which are available, and receiving the good info in packet is very helpful.

Raised awareness and created understanding. Glad to know about the resources available in the KC area.

Great workshop! Could have used more on regulations.

Thank you for this wonderful sharing. I am touched and appreciative of these stories shared by such healthy upfront human beings.

I appreciated the sensitivity/attitudinal training which was included!

Presentations by persons with specific disabilities were most helpful.

It was great!!!

Excellent practical information.

An excellent opportunity to think more creatively about what we often give little or no time to.

HRMA & WorkAbility Evaluation
ADA/Workers Comp Seminar, 10-19-93

1. Are you a member of HRMA? ___ Yes ___ No

2. Number of employees at your organization: ___ 1-30 ___ 31-50 ___ 51-100
___ 101-200 ___ 201-300 ___ 301-500 ___ 501 Plus

3. What percent (%) of your time is devoted to Human Resources:
___ 1-10% ___ 10-25% ___ 25-50% ___ 50-75% ___ 75-100%

4. Have you had training on the Americans w/ Disabilities Act: ___Yes ___No

5. Rank in importance the areas in which you could benefit from further training.
(1=MOST, 5=LEAST)

______ Hiring and Accomodating Workers with Disabilities, Title 1
______ Access to Public Services, Title 2
______ Access to Private Business Services, Title 3
______ Telecommunications Access, Title 4
______ Disability Sensitivity Training

______ Feel No Need for Further Training

6. Has your organization participated in job shadowing or mentoring college students:
___ Yes ___ No

I would like to be contacted about participating in the mentor program: ___Yes ___No

7. According to your knowledge, has your company received requests for accommodation for persons with hidden or visible disabilities: ___ Yes ___ No

8. Are you aware of community resources to assist you in accommodating workers with disabilities: ___ Yes ___ No

9. I would like to be contacted about hiring a student intern or part-time employee:
___ Yes ___ No

10. Has this workshop increased awareness of workers comp cost-saving techniques:
___ Yes ___ No

Thank you for your time. Additional Comments:

DISABILITY EMPLOYMENT AND AWARENESS NETWORK
AND
FEDERAL DISABLED EMPLOYEES' COUNCIL

EMPLOYER TRAINING SEMINAR
FRIDAY, APRIL 16, 1993

EVALUATION

1. Circle the number which reflects your feelings about the following.

	Strongly Agree				Strongly Disagree
- This workshop met my expectations.	5	4	3	2	1
- Time allotted was adequate.	5	4	3	2	1
- Ms. Jewell's presentation "A Celebration of Abilities" was excellent.	5	4	3	2	1
- The Video "Making the ADA Work For You" will be useful in my work.	5	4	3	2	1
- Ms. Friend's presentation "Accommodations and the ADA" was well organized and met my needs for ADA information.	5	4	3	2	1
- Overall, how would you rate the quality of this workshop?	5	4	3	2	1
- Facilities and Registration were adequate.	5	4	3	2	1

2. What could we do to improve this event next year?

3. What did you like best about this workshop?

4. What other information or training on hiring persons with disabilities do you need?

PERFORMANCE EVALUATION SUMMARY

Disability Employment Awareness Network • 3/16/94 • Show #20
# Audience Members - 80 • # Returned Evals - 54
Facilitator: John McShane • Actor: Bryan Zocher
PACKET A - 7 • PACKET B - 1 • PACKET D - 1

IDEAL (based on best percentages from year-end evaluation summaries 1988-1992)

Your immediate feelings

%	#	%	
	35	64.8%	empathy
	16	29.6%	sadness
	29	53.7%	inspired
	4	7.4%	threatened
	33	61.1%	reflective
	14	25.9%	uncomfortable
	36	66.7%	compassion
	3	5.6%	inadequate
	42	77.8%	understanding
	5	9.3%	angry
	6	11.1%	pity
	17	31.5%	not alone
	2	3.7%	indifferent

This performance:

	33	61.1%	helped me to identify with people with special needs.
	1	1.9%	had no or little effect on my attitudes toward people with special needs.
	30	55.6%	helped me see things from a new perspective.
	30	55.6%	reinforced feelings or attitudes I have had.
	1	1.9%	was disappointing because ______________________
	33	61.1%	helped me examine my own attitudes.
	9	16.7%	made me aware of my own "secret handicap."
	22	40.7%	I will make changes in my behavior because of this performance.

The facilitator created an environment where I felt:

	44	81.5%	Open to speaking.
	5	9.3%	Obligated to speak.
	21	38.9%	My feelings were accepted.
	0	0.0%	Afraid to be ridiculed.
	0	0.0%	The characters were treated condescendingly.

Overall rating of the performance:

	30	55.6%	Excellent
	23	42.6%	Good
	1	1.9%	Fair
		%	Poor
		%	Unworthy

YES		NO		
2	3.7%	52	96.3%	I have seen The Mad Hatters before.
51	98.1%	1	1.9%	The performance was aesthetically pleasing.
53	98.1%	1	1.9%	I would recommend The Mad Hatters.

EVALUATION

ADA: Compliance on a Shoestring
September 27, 1994

We would like to know your opinion of the workshop. Please rank accordingly:
4 Excellent 3 Good 2 Fair 1 Poor

___ What is your overall rating of this seminar?
___ What rating would you give the ADA introduction.
___ What rating would you give the video?
___ Please rate the Adaptive Technology presentation.
___ How would you rate our featured speaker, John Moseley.
___ Please rate the workshop materials.
___ Please rate the facility and food

Which were the most personally interesting and beneficial subjects presented during this seminar?
Comments: ____
____
____
____

1. Number of Employees ___ Type of Business ______________________
2. What ____% of your time is devoted to human resources?
3. Have you had training on the ADA? ____ Yes ____ No
4. How did you learn about this seminar? ____ Mail, ____ Paper, ____ Word of mouth.
5. Has your company received any requests for reasonable accommodation from:
    an existing employee ___ yes ____ no
    a job applicant ___ yes ____ no
    a customer ___ yes ____ no
7. If you answered yes to the above question please list the # of requests for accommodation and the type of disabilities ______________________
8. Did this seminar have any impact on your confidence to hire or retain an employee with a disability? ____ Positive impact ____ Negative impact ____ No impact
9. Rank in importance (1=MOST, 8=Least) the areas in which you could benefit from further training. Place an X next to any category you feel no further training is needed.
    ____ Hiring and Accommodating workers with disabilities, title 1
    ____ Access to Private Business Services, title 3
    ____ Disability Attitudinal Awareness Training
    ____ Telecommunication Access, Title 4
    ____ Architectural Barrier Removal
    ____ Workers Comp and the ADA
    ____ Financial resources for ADA compliance, tax credits etc.
    ____ Community Resources for ADA compliance
10. Have you participated in any Rockhurst Small Business Development Center Workshops previously? ____ yes ____ no

Thank you for your comments!

IC-14

WORKABILITY COMMUNITY IMPACT SURVEY

WorkAbility was a three year grant sponsored by the U.S. Dept. of Education's Office of Special Education and Rehabilitation Services. The purpose of WorkAbility was to improve career opportunities for students with disabilities through career related work experiences, mentoring, faculty, staff, and employer ADA training.

1. Check the classification that BEST represents you.

___ Voc Rehab Counselor
___ Rehab Facility Service Provider
___ Independent Living Center
___ Assistive Tech Center

2. The following training opportunities were provided in the last three years. Please check the sessions you attended.

___ 4/93 Geri Jewell: A Celebration of Abilities - Dean Job Fair
___ 5/93 WorkAbility Presentation at Missouri Rehab Assn. - St. Louis
___ 10/93 Rich Pimental: The Impact of ADA on Job Placement - PV
___ 4/94 The Mad Hatters: Disability Awareness Trg. - Dean Job Fair

Please use the following scale to record your reactions to the following statements:

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5	4	3	2	1

3. ___ A lack of career related work experience continues to be a significant barrier to employment for students with disabilities.
4. ___ Most of my clients need education on their rights and responsibilities under the ADA.
5. ___ The WorkAbility Program has had a positive impact on my clients retention in school.
6. ___ Students with disabilities need on-going career counseling as they progress through their education.
7. ___ The Community Colleges have improved their ability to accommodate students with disabilities in the last three years.
8. ___ The WorkAbility Program has improved the relationship between Voc Rehab and the Community College in the last three years.
9. ___ The Community Colleges need to develop industry based vocational programs for students who currently do not have the academic skills to benefit from college. Example: Food Service and Custodial Training.
10. ___ The placement services offered through the WorkAbility Project have been effective.
11. ___ The opportunity for career related work experiences for vocational students should be the responsibility of the community colleges.

Please add any comments you would like to make regarding the WorkAbility Project and future career services at the Metropolitan Community Colleges: ______________________________

Student Focus
10-94

WORKABILITY
Metropolitan Community Colleges
Kansas City, MO

QUESTIONNAIRE

Name: ____________________ Date: ____________________

Attended: ____________________ College From: __________ To: __________

Currently: ________ Working ________ Seeking Work ________ Not Working ________

1. The most important thing I gained from the WorkAbility project was: ____________________

2. The one thing I needed more help with was: ____________________

Please rate each of the following questions as:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

___ 3. The assistance I received with interviews met my needs.

___ 4. The assistance I received with resume writing met my needs.

___ 5. The information I received about my ADA rights met my needs.

___ 6. I learned how to talk about my disability and needs for accommodations with employees.

___ 7. My internship (work experience) was beneficial and prepared me for employment.

___ 8. The job/career counseling I received met my needs.

___ 9. I have a plan for my career/working.

___ 10. The staff of the WorkAbility project were helpful.

Thank you for helping us to evaluate and improve our services for students with disabilities!

[illegible]
10/19/94 jam

Faculty & Staff 10-94

WORKABILITY POST-PROGRAM SURVEY

WorkAbility was a three year grant sponsored by the U.S. Dept. of Education's Office of Special Education and Rehabilitation Services. The purpose of WorkAbility was to improve career opportunities for students with disabilities through career related work experiences, mentoring, faculty, staff, and employer ADA training.

INSTRUCTIONS: Please take a few moments and complete the following questions. Your answers will be kept strictly confidential and reported as grouped data only.

Check the Job Classification that BEST represents you.

1. A Faculty
   B Staff
   C Administrator
   D Officer

Check the college you are assigned.

2. A Longview/Blue Springs
   B Maple Woods
   C Penn Valley
   D Eastern Jackson County
   E Administrative Center

Please mark appropriate division (Only one answer for questions 3, 4, and 5):

3. A Business
   B Communications
   C Criminal Justice
   D Human Services & Education
   E Humanities

4. A Life Science
   B Natural Science
   C Nursing
   D Social Science
   E Physical Science, Math, Engineering

5. A Instructional Services
   B Student Services
   C Physical Plant
   D Continuing Ed
   E Other

The following training opportunities were provided in the last three years. Please use the following scale to record your answers:

A Yes - I did attend, or B No - I did not attend

6. 10/92 Inservice at Adams Mark, break out session for Counselors on WorkAbility
7. 1/92 2 hour presentation during Inservice, Windmills exercise and video presented at each campus
8. 9/92 Attitudes: Beyond the ADA, Penn Valley - Persons with Disabilities and Employer Panel - PV
9. 4/93 Geri Jewell: A Celebration of Abilities - Hyatt Hotel
10. Sp/93 Manager and Supervisor Training - LV, MW, PV
11. 10/93 Rich Pimental: The Impact of ADA on Job Placement - PV
12. 10/93 Geri Jewell: A Celebration of Abilities - Staff Inservice - PV
13. 4/94 The Mad Hatters: Disability Awareness - PV
14. Sp/94 Faculty Division Training - ADA training for specific divisions and departments - LV & PV

Please use the following scale to record your reactions to the following statements:

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A	B	C	D	E

15. The largest group of students with disabilities who request services are learning disabled.
16. Each request for an accommodation must be provided on an individual basis.
17. My lack of exposure and experience with persons with disabilities can have a negative impact on my ability to help students choose appropriate career goals.
18. Making educational accommodations compromises the integrity of the curriculum.
19. A learning disability is a temporary condition.

<OVER>

Side 2
WorkAbility
Post-Program Survey

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A	B	C	D	E

20. The instructor should alter the form of an exam if the testing procedure puts a disabled student at a disadvantage.
21. All print and video communication should be offered in alternative formats upon request.
22. Students should be notified in all print materials that accommodations will be provided upon request.
23. I understand the procedures required to provide a reasonable accommodation in a classroom setting.
24. The ADA has had no impact on the way I do my work.
25. People with disabilities have fewer employment opportunities than other adults.
26. A greater portion of class time is needed to teach the needs of students with disabilities.
27. Additional resources should be allocated to fund support services in higher education for students with disabilities.
28. The ADA training I received improved my awareness of the needs of students with disabilities.
29. As a result of the ADA training, I feel more confident that I know what resources are available at the college to help me provide reasonable accommodations for students with disabilities.
30. A student must disclose documentation of their disability to the Special Needs Counselor before auxiliary aids and services should be provided.
31. Previous experience with students with disabilities has demonstrated that requested educational accommodations have been reasonable.

Indicate your level of knowledge about items 32-41. Please use the following scale to record your answers:

Very Familiar	Familiar	Unfamiliar	Very Unfamiliar
A	B	C	D

Student services which may help students with disabilities are the:
32. Services provided by the Longview ABLE Program for Learning Disabled Students.
33. Services provided by the Special Needs Counselors.
34. Services at the Counseling Centers.
35. Services provided by the Learning Centers.
36. Services provided by the Placement Offices.
37. Career services provided by WorkAbility.

The following legislation and litigation ensure students with disabilities equal access to higher education:
38. Brown v. Board of Education (1954).
39. Section 504 of the Vocational Rehabilitation Act of 1973.
40. Individuals with Disabilities Education Act of 1990, Public Law 101-476.
41. Americans with Disabilities Act of 1990.

42. Please indicate which of the following topics are of interest for future ADA seminars:

A Providing career-related work experience for students.
B Student Mentoring (pairing a student with a professional in their field).
C Educating students on ADA rights and responsibilities in an educational or work setting.
D Future training on adaptive technology and reasonable accommodation.

43. I would like Disability Specific Training on accommodating the following disabilities:

A Hearing
B Visual
C Learning
D Psychiatric
E Mobility

Evaluation of the WorkAbility Project, Metropolitan Community Colleges

Prepared by Tom L. Thompson Consultant Evaluator

Introduction

This evaluation began with a thorough review of project materials including the goals and activities for this project. Outcomes to date were also reviewed. After several phone conversations two site visits were arranged to the Penn Valley campus. The initial visit included a interview with the Special Needs Coordinators and an extended discussion with the Director to plan and coordinate the evaluation. Another evaluator was being used to conduct an analysis of much of the quantitative data from the project. During the second site visit which was for two days a meeting was held with the Deans of Students from each campus and a focus group was held with several program participants. A plan for writing the evaluation report was agreed upon with the Director.

Evaluation and Recommendations from the Special Needs Coordinators

The Special Needs Coordinators were interviewed to assess their perceptions of the impact of the project upon the students who were involved and the faculty/staff at each of their campuses. Their **responses can be summarized** as follows:

(1) The students who were involved gained a great deal in the areas of managing their own careers, knowing when/how to self disclose about their disability, and learning the practical skills of job seeking.

(2) There is a greater awareness of students with disabilities on each campus and referrals for service have increased.

(3) The Special Needs Coordinators are now seen by people on their campuses as "resource people".

(4) The counselors on their campuses are more aware of the career development needs of students with disabilities.

(5) Someone on each campus needs to spend more time with students on career issues, developmental advising and planning accommodations.

Key recommendations for consideration:

(1) Support the role of the Special Needs Coordinators with adequat time/staffing to meet students' needs for advising, career exploration and planning of their disability accommodations.

(2) Continue to educate the campus on a regular basis about the needs of persons with disabilities and the accessibility requirements of the Americans with Disability Act.

Evaluation and Recommendations from the Deans of Students

A meeting was held with the Dean of Students from each of the campuses to share the outcomes of the WorkAbility project. A number of issues were discussed which focused on the impact of the project and the means of continuing services in the future. The **responses can be summarized** as follows:

(1) Counselors are often heavily involved in the enrollment of students and time for developmental advising and career planning is limited.

(2) The loss of the placement personnel on two campuses has adversely affected the service delivery.

(3) The question was raised about what kind of services to continue? How much and at what level? Where will the funding be obtained?

(4) Staff and faculty training were critical and need to be continued.

(5) Service delivery in the future will probably rely on existing services. How does each college successfully reach out to the students who need assistance?

Key recommendations for consideration:

(1) Existing staff need to be trained and empowered to work effectively with students who are disabled. Student needs that are of prime importance include: (a) the support of an advocate, (b) actual work experience, (c) learning how to deal with issues of disability disclosure and accommodations and (d) identifying and dealing with barriers that are internal and external

(2) Establish an institutional position for a person to oversee compliance with the ADA and Section 504 of the Rehabilitation Act. This person should also have the authority to support and enhance student success for individuals with disabilities.

Evaluation and Recommendations from the Focus Group with Students

A focus group was conducted with a sample of students who were directly involved in the WorkAbility project. Each student was asked to complete a brief survey and take part in a two hour discussion. Students were asked how they found out about the project, how they were benefited, what kind of barriers they encountered, what they would have changed and what advice they would give to the college about future services. Their responses can be summarized as follows:

(1) On the eight items that were part of the survey students indicated that the program had benefited them significantly. The average response (on a five point scale) was 4.44 (5 = strongly agree). The three highest ratings were given for the helpfulness of the WorkAbility staff (4.86), the assistance received with resume writing (4.80) and the fact that students now had a career plan (4.71). The lowest rating was 4.14.

(2) Overall the most significant factor for students was the personalized attention they received from qualified and caring staff. Many of the students talked about the support, encouragement and confidence they gained.

(3) The most significant problems/barriers noted were internal fears/doubts, needing more help with resume development, dealing with disability accommodations and finding appropriate job leads (need specialists to help develop these).

Key recommendations for consideration:

(1) Utilize existing staff to provide personalized assistance to students with disabilities. These staff will need to be trained to understand the unique needs that they may encounter in students who are disabled, i.e. understanding the need for self disclosure, understanding disability law, knowing how to plan for accommodations.

(2) Build a strong partnership between the Special Needs Coordinators, the counselors and those who do career development and employment work.

(3) Develop ways to expand the opportunities for working: placement, work study, internships, cooperative education, etc.

Overall Evaluation and Recommendations

The WorkAbility project had several key elements that will relate to their post-project impact. The first of these elements involved extensive training. This training was done with students, faculty and staff. The training acted as an empowering influence for students and it increased the awareness and willingness of others to interact with students who are disabled. Several people at MCC commented about their increasing referrals to/interactions with the Special Needs Counselors. The training focused on understanding the needs of people with disabilities and the provisions/impact of the Americans with Disabilities Act.

A **second** element involved the **personalized attention given to students**. This was critical because the career development of students with disabilities may be slower and they often enroll for more semesters to complete their goals. It is also important in dealing with the unique needs that students encounter, such as learning how to advocate for themselves and learning how/when to self disclose about their disability in a work situation. Dealing with accommodations in school or in the workplace is another important issue. When the students who dropped out are examined, the key reasons for their attrition were due to poor management of their disability related needs or poor academic performance.

A **third** element involved the **practical work experience given to students**. Generating and responding to appropriate job leads is an area of concern for many students with disabilities. Students commented on the value of getting work experience. It allowed them to test out their interests and refine their career goals. For many of these students the traditional job matching service at colleges is not adequate. They must deal with other issues in addition to resume preparation and interviewing. The use of mentors in the project was seen as valuable but very time intensive.

A **fourth** element involved the **improvement of communication among college employees**. The needs of students with disabilities became a district wide issue and the staff at the different campuses were able to communicate their mutual concerns gaining support and understanding from one another. Discussions were begun about who is best able/equipped to deal with career development and placement needs. Retention and success for students has been shown to be linked to the development of a clear goal and to personal attention - a link with the school.

Several **recommendations** can be made from these elements including:

(1) Training should be continued related to disability and the ADA. This should be coordinated at the district level and should be integrated into college activities.

(2) The roles of the Special Needs Counselors, the other counselors and personnel working in career development/placement need to be reviewed. Who can do what? How can the personalized attention continue to be given to students?

(3) Opportunities need to be created for continuing communication among the staff on the various campuses who work with students who are disabled.

Other Comments and Thoughts on the Project

There are several other things to focus on related to this project. These are summarized below:

1. The products produced were excellent and should continue to be used whenever appropriate (video, handbook, printed materials used in training).
2. There is a need for marketing to increase students' awareness and usage of career services. Students cannot be expected to just walk in and use services.
3. The article which will be developed to highlight the outcomes of this project should focus on how such a project could be replicated using existing staff to the greatest extent possible. In addition, it should discuss how to link efforts to the structure of Student Development on other campuses.

WORKABILITY PROGRAM
METROPOLITAN COMMUNITY COLLEGES

STUDENT EVALUATION OF PROGRAM

Your feedback concerning the WorkAbility Program is very important to us. Any decisions made to improve the program will take into consideration the feedback we receive from all the students in the program. Thanks for your help!

CAMPUS: Penn Valley Maple Woods Longview Blue Springs
(circle appropriate response)

Please check the appropriate box.

	Unsatisfied	Satisfied	Very Satisfied
Current services offered by the college (i.e. the Career Planning & Placement and Special Needs.)			
Expanded services offered by the college (i.e. the Disability Employment Program.)			
Internship Placement			
Accommodations (if any) that were made			
How the position relates to your est. career goal			
Peer counselor/mentor Program			

Please answer the following questions.

1. Do you anticipate that you will seek full-time employment upon graduation in a related field? Please explain.

(OVER)

2. Would you be willing to be a peer mentor in the future?

COMMENTS and SUGGESTIONS:

Name: ______________________________

Social Security Number: ______________________________

Internship Site: ______________________________

RETURN IN ENCLOSED SELF-ADDRESSED ENVELOPE PROVIDED

Thank you.

Faculty + Staff Supervisor
Spring '93

The Metropolitan Community Colleges
Management Training Seminar

ADA Workshop

1. Circle the number which reflects your feelings about the following.

	Strongly Agree				Strongly Disagree
This workshop met my expectations	5	4	3	2	1
The time allotted to this workshop was adequate	5	4	3	2	1
I would recommend this workshop to others.	5	4	3	2	1

2. What did you like most about this workshop?

3. What did you like least about this workshop?

4. What other information or training on ADA do you need?

5. Overall, how would you rate the quality of this workshop? 5 4 3 2 1

Faculty Division Trai
Spring '94

EVALUATION

DIRECTIONS: Please take a moment to give your reaction to the workshop on the Work Ability Program. For each item below, circle the number that most accurately reflects your opinion.

	Poor	Below Average	Average	Above Average	Excellent
1. Effectiveness in helping you understand the Work Ability Program	1	2	3	4	5
2. Windmills Training Module "Pick A Disability"	1	2	3	4	5
3. Video tape presentation	1	2	3	4	5
4. Usefulness of handouts	1	2	3	4	5
5. Improvement of understanding of disability issues for students	1	2	3	4	5
6. Overall impression of training	1	2	3	4	5

Please list below any additional information you would like to receive through the Work Ability Program. (i.e. disability information, classroom accommodation information etc.):

Comments:

Please circle the appropriate school: LVCC MWCC PVCC

PLEASE RETURN THIS FORM TO THE FACILITATOR AT THE END OF THE TRAINING SESSION, YOUR COMMENTS ARE GREATLY APPRECIATED.

Appendix F
Institutionalization

Personnel Recommendation:
ADA Compliance and WorkAbility Continuation

100% FTE, 1 yr limited duration

1. Investigate and document individual complaints and overall actions taken to comply with ADA. Maintain compliance plan.
2. Coordinate compliance efforts of facilities, employment, and student access areas.
3. Respond to inquires and provide resources and referrals.
4. Provide ongoing training and evaluation.
5. Coordinate Career and Transition Services for students with disabilities.
6. Resources and referral for faculty and staff.
7. District liaison for vocational rehabilitation and special education professionals.

Proposed: General Fund and Carl Perkins

METROPOLITAN COMMUNITY COLLEGES
POSITION DESCRIPTION

Descr. No. S831	Title	ADA/STUDENT CIVIL RIGHTS COORDINATOR
Date: 11/1/94	Department	Assistant to the Chancellor
Level: Staff/8E	Location	Administrative Center
FSLA: Exempt	Reports to	Assistant to the Chancellor

POSITION SUMMARY

Responsible for coordination of all aspects of districtwide compliance with the Americans with Disabilities Act (ADA) and student civil rights legislation, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975 as they relate to students. Responsibilities involve coordinating institutional activities which must be performed to comply with relevant federal and state legislation, including maintaining compliance documentation and providing compliance training.

MAJOR FUNCTIONS

1. Coordinate districtwide compliance with federal ADA regulations and related state legislation for facilities, employment, and program access, including organizing and facilitating a districtwide ADA committee.
2. Coordinate compliance with federal and state student civil rights legislation (Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975), providing technical assistance and support to campus and district personnel responsible for such compliance and developing appropriate districtwide policies and regulations.
3. Develop, implement, and maintain the required ADA transition plan, compliance plan and grievance procedures.
4. Develop, implement and maintain a compliance plan for all areas relating to student civil rights.
5. Maintain relationships with appropriate federal and state regulatory agencies, such as the US Department of Education and the Office for Civil Rights, to obtain technical assistance regarding legal obligations and requirements of civil rights laws.
6. Maintain relationships with vocational rehabilitation agencies and area special education professionals to develop methods to improve recruitment and retention of students with disabilities.
7. Participate in the development and implementation of all program and services review processes to assure ADA and student civil rights compliance.
8. Monitor investigation, documentation, and resolution of individual complaints and actions related to ADA and student civil rights issues.

9. Develop, coordinate, and implement an employee training plan regarding ADA and student civil rights compliance.
10. Respond to inquiries regarding ADA and student civil rights issues, providing resources and referrals to district employees as appropriate.
11. Audit ADA and student civil rights efforts districtwide to assure ongoing compliance.
12. Provide assistance to occupational program faculty and to counseling, advising, and placement professionals to assure access to career services and occupational programs regardless of race, ethnicity, age, gender, and disability.
13. Work with appropriate district personnel to modify physical, educational, and work environments to accommodate students and employees with disabilities as needed.
14. Investigate funding sources to supplement district funds for ADA compliance and services for student with disabilities.
15. Participate in college, districtwide, and community committees related to equal access issues for persons with disabilities and issues dealing with student civil rights.
16. Perform other related duties and responsibilities as assigned.

KNOWLEDGE AND CRITICAL SKILLS/EXPERTISE

1. Master's degree in higher education administration, rehabilitation, public administration, or counseling.
2. Two years experience administering, supervising, and/or coordinating services for persons with disabilities in a higher education setting.
3. Experience with modifying educational, physical, and work environments to accommodate students/employees with disabilities.
4. Thorough knowledge of Federal and State civil rights legislation, implementation of compliance and grievance procedures, complaint investigation, documentation, and mediation in a higher education setting.
5. Familiarity with assistive technology applications and resources.
6. Ability to establish effective working relationships to develop college and community resources.
7. Ability to establish and maintain positive working relationships with other employees at all levels.
8. Ability to plan, organize, and implement assigned responsibilities.
9. Ability to manage multiple projects and to work productively under time pressures.
10. Ability to handle confidential matters judiciously.